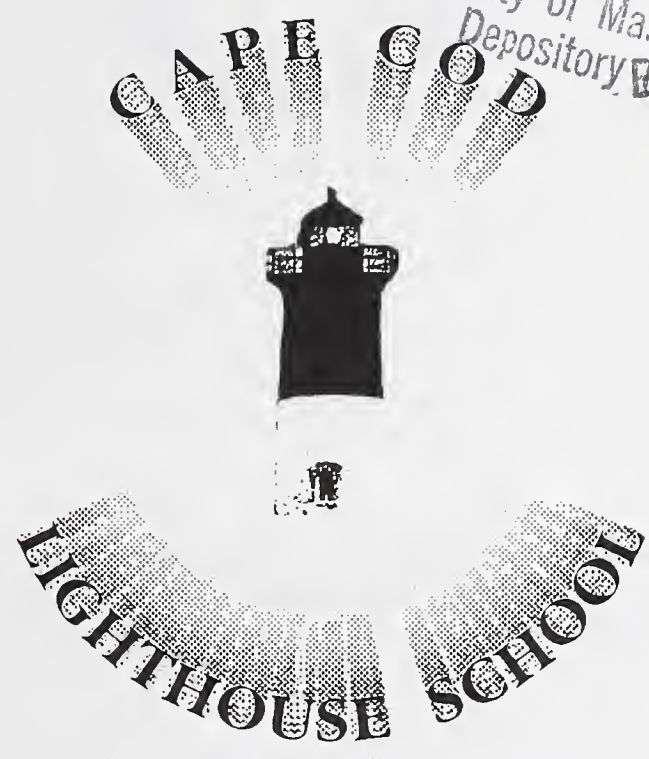


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Cape Cod Lighthouse School Association

CHARTER SCHOOL APPLICATION

14 February 1994

P.O. Box 968
South Orleans, Massachusetts 02662
(508) 255-6399



February 14, 1994

Ms. Piedad Robertson, Secretary of Education
One Ashburton Place, Room 1401
Boston, MA 02108

Dear Ms. Robertson:

On behalf of our organization, the Cape Cod Lighthouse Charter School Association, I am pleased to submit the enclosed charter school application. I would like to take this opportunity to thank your office, and in particular Mr. Jose Afonso, for the generous guidance which has been provided to us. Our work on this project has been very exciting, and the encouragement we have received from your office has been invaluable.

I would like to emphasize that our school concept and proposal have been imagined and crafted by many citizens of our community. Our dream of an exciting and dynamic education alternative will *always* remain connected to the community which inspired its creation. As you consider this application, I ask you to keep this in mind, for we feel it is the foundation upon which our school will be built.

If I may, I would like to highlight several of the key aspects of our proposed school. We seek above all to provide an innovative educational environment which is not constrained by the traditional boundaries that artificially separate subject areas. We have a deep pedagogical commitment to interdisciplinary education. Furthermore, in our efforts to achieve this objective, we intend to focus on the unique resources of our region: the natural environment of Cape Cod, and the many truly exceptional private and public educational and conservation organizations that exist here.

Drawing on these concepts and resources, we hope to establish a school which is thoroughly committed to innovation and excellence in all academic and non-academic areas, a school which will bring out the best abilities and talents in its students and its teachers. As an absolute organizing principle in this enterprise, we believe that all members of our educational community — teachers, students, and parents — must be involved in the challenge of attaining our educational goals.

The local response to our proposal — among parents and other citizens, and among the resource partners who intend to participate in our school — has been overwhelming. We believe that with your approval and with our continuing efforts, we will be able to provide to our community on Cape Cod an exciting and creative public education alternative.

Thank you very much for your consideration of this application. If you have any questions, or if any points require clarification or elaboration, please do not hesitate to contact me.

Sincerely yours,

Don Krohn

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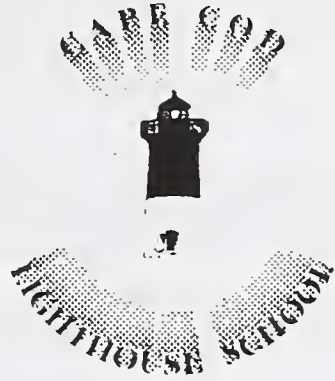
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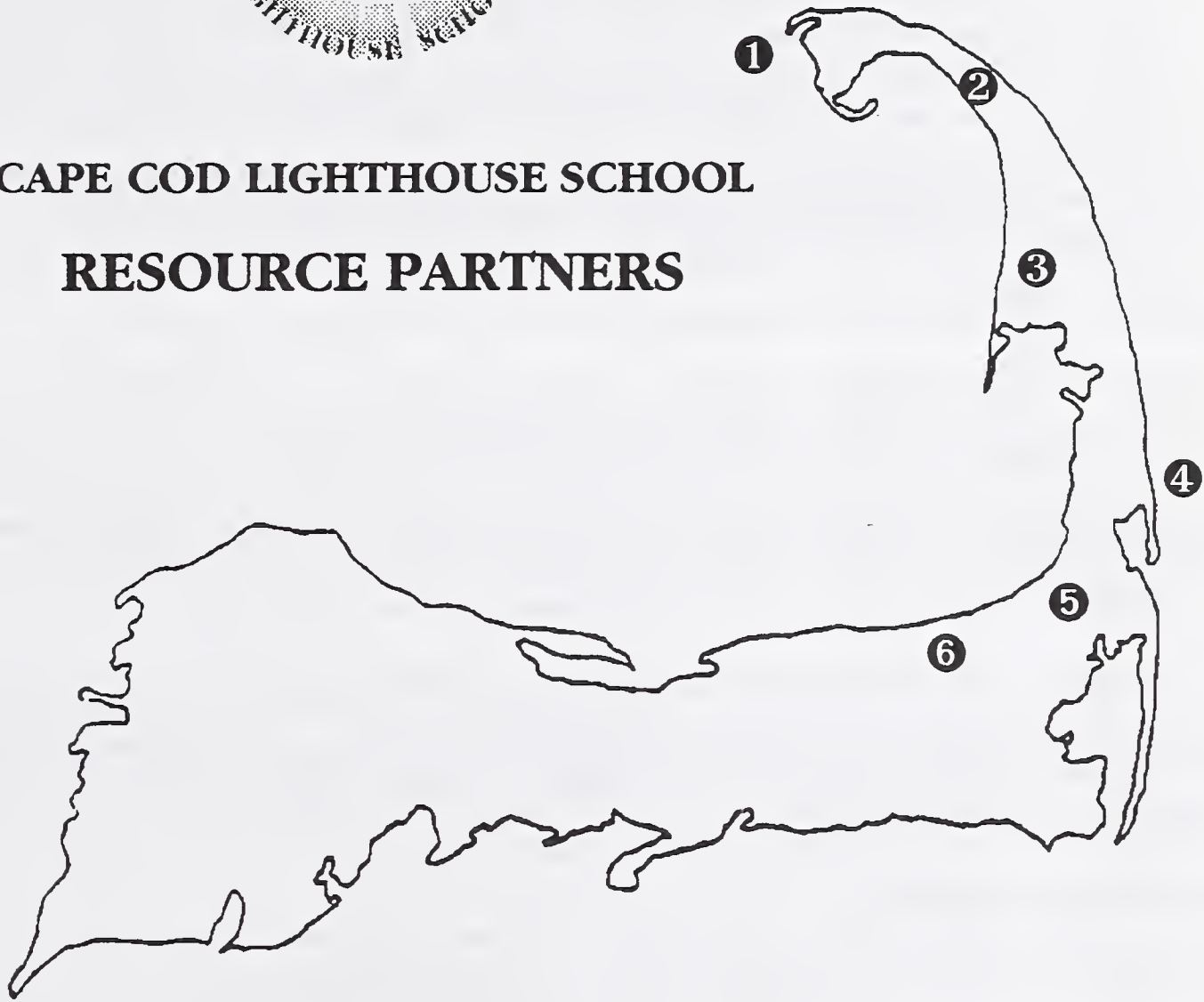
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APPENDIX



CAPE COD LIGHTHOUSE SCHOOL RESOURCE PARTNERS



- ① Center for Coastal Studies, Provincetown
- ② Castle Hill Center for the Arts, Truro
- ③ Massachusetts Audubon Sanctuary, Wellfleet
- ④ Cape Cod National Seashore, Eastham
- ⑤ Academy of Performing Arts, Orleans
- ⑥ Cape Cod Museum of Natural History, Brewster

PART I

1). MISSION STATEMENT:

The Cape Cod Lighthouse School is founded on the belief that early adolescents, 11 to 14 years old, have a tremendous potential for intellectual development and academic achievement which is not being fully developed in many traditional public schools. Our purpose is to foster this development by providing a school centered around challenging interactive learning experiences which consistently bridge traditional disciplines. Employing an interdisciplinary approach which utilizes the unique natural resources on Cape Cod and which will be developed and implemented with local resource partners, the school will break down the artificial boundary between the practical and the theoretical. As our students develop their basic and problem-solving skills while studying thematic units focused in large part upon these local resources they will recognize that real life crosses disciplines, combines the practical and the theoretical, and can be enhanced through education.

Essential to the achievement of our mission is the establishment of a community of learning — a community built upon the values of personal responsibility, consideration for others, respect for the environment, academic integrity, and perseverance. More than just a place where children spend seven hours, five days a week, the Lighthouse School will be a focus for activities which involve parents and community members, as well as teachers and students, in the education of our younger citizens. These activities will occur during non-traditional schools hours as well as during the flexible, scheduled "school day."

The Lighthouse School will also be a laboratory in which innovative teaching strategies can be developed and shared. Beginning teachers and teachers in training will work with our experienced staff consisting of highly respected local teachers, well known for their ability to challenge students and their desire to teach in an interdisciplinary team manner.

2). SCHOOL OBJECTIVES:

A. What are the school's broad academic objectives for student learning?

The Cape Cod Lighthouse School's broad academic objectives are:

1. to develop the basic skills of literacy and numeracy,
2. to develop the basic skills and patterns of thought necessary to understand the scientific method and to apply the concepts of science to real world situations,
3. to assist our students to understand the environment and their community, and our position and responsibilities within it,
4. to promote critical thinking patterns and communication skills which enable our students to make connections among traditional discipline areas such as science, mathematics, history, language arts, the applied and performing arts,

5. to provide students with challenging learning experiences which will stimulate their intellectual curiosity and enable them to experience the thrill of success,
6. to provide a foundation for the successful mastery of a foreign language,
7. to develop in our students skills for learning and future living such as basic computer literacy skills and an understanding of the possible integration of technology in all subject areas.

B. Describe any non-academic goals for student performance.

1. to promote a respect for and a commitment to the environment
2. to develop life long skills for physical development and good health such as biking, hiking, swimming and other non-competitive activities which utilize our local resources
3. to develop an appreciation for the fine and applied arts and an ability to express oneself through music and art
4. to foster patterns of productive citizenship through cooperative learning situations
5. to foster an interest in continued learning as a way to plan for and achieve success after high school.

C. What type of community environment do you hope to foster at your school?

The Cape Cod Lighthouse School believes in the African proverb which states that it takes an entire village to educate a child. Our school will be a partnership among students, parents, teachers, and resource partners from the community. Each of these forms an important part of our "educational village." Our resource partners consist not only of well-established institutions such as the Cape Cod National Seashore, the Cape Cod Museum of Natural History, the Academy for Performing Arts, and the Castle Hill Center for the Arts, but also of many talented retired citizens who, having chosen the Cape for the values that it offers, are eager to share their time, experience, and skills in the education of our younger citizens.

To promote the cooperative environment of shared responsibilities that will characterize the Lighthouse School, we will offer workshops and support systems for parents or guardians to insure their success in being effective, active partners in the education of their children. As the governing Board of Trustees will consist primarily of parent representatives, teacher representatives, and representatives of our resource partners, it, too, will be an integral part of the educational community.

3). STATEMENT OF NEED:

A. Why is there a need for this type of school?

In our area of Massachusetts (Central and Outer Cape Cod) there is very little educational choice for parents and students. While there are a few private schools on the Inner Cape, they are expensive and far away. Unfortunately, the local school boards and their superintendents have voted not to participate in the state's

school choice program. Thus, for most parents, there is no real educational choice available. While some parents and students are satisfied with the existing local schools and their emphasis upon the emotional and social development of the early adolescents, over the past years many parents have expressed dissatisfaction with what they perceive as a lack of academic challenge in the curriculum, particularly at the middle schools. The need for a hands-on science curriculum which is more integrated with the teaching of mathematics and other disciplines has also been discussed. Whenever "academic enrichment" programs have been offered in the local schools, the demand has often far outstripped the available resources.

This concern is a common topic of conversation among parents and has appeared in parent surveys. Many students, both achievers and non-achievers, are frustrated with the lack of challenge and the insufficient efforts to stimulate their curiosity and to focus on areas of interest to them. Within the community, the issue has not been parental support for the schools, but real choice for parents who want their young adolescents challenged, interested, and connected to education, and committed and connected to the community. The very strong grassroots public support which the planning group of the Lighthouse School has received after announcing the grant application and the attention which the local media has paid to the announcement confirm this.

B. Explain why a charter school would help to effectively address this need.

By involving the parents and the surrounding community resources in the creation of a school, a school of choice can be created, and the local school administrations can observe these experiments, and, hopefully, benefit from the experience. The planning group consists primarily of parents who perceive this need and who are willing to work for increased choice in education. In addition to being concerned parents, many are recognized community leaders. The group includes two current school committee members, four members of school advisory councils, a local bank president, our state representative, two attorneys, one former selectman, several successful local business men and women, two educational consultants, six well-known local teachers from different schools, a former Harvard professor, and four representatives of institutional resource partners — to describe just a few. The school is specifically designed by these parents and resource partners to meet the need of challenging young adolescents and supporting their academic growth at this critical time. While a significant number are teachers, both present and former, they are involved primarily as parents, since nearly all have children in the local schools.

The composition of the Board will insure that the school will continue to focus on these community needs and be responsive to these community concerns. The autonomous, self-governing nature of the school and the flexible scheduling approach permit both the exploration of alternative and innovative approaches and direct accountability to the parents. The elimination of unnecessary layers of administration separating the teachers from the parents and governing body will insure responsiveness and a sense of shared ownership among all involved.

4). SCHOOL DEMOGRAPHICS:

A. and B. Describe the area where the school will be located. If a facility has already been secured, please say so. Why was this location selected? Are there other locations suitable to the needs and focus of the school.

The Lighthouse school will be located in the Lower Cape area of Cape Cod in the midst of the natural and institutional resources around which our curriculum is based. While this area may lack some of the more

traditional teaching resources that a large urban area like Boston offers, we have a wealth of environmentally-based resources unmatched in New England. As discussed in the preceding section, there is a critical need for an educational choice in this area and there is tremendous grassroots support for this project in the community. While we suspect that there may be other non-urban and somewhat rural areas of the Commonwealth in which parents face a similar situation, since our roots are here, our school should be here. The Cape has traditionally attracted residents and visitors who are committed and interested in the environment. By creating a school that has strong ties to these natural resources, the Cape Cod Lighthouse School can serve as a model for other non-urban areas in actively connecting the community in a rigorous education process.

C. Describe any unique characteristics of the student population to be served.

Although most of the parents in this area of the Cape are not "native Cape Codders," many of them have settled here to raise their children close to nature and to experience the uniqueness of the Cape. Since their families are already interested in the natural resources of this area, a curriculum based upon learning experiences centered around these resources has a natural appeal which will involve students and parents alike.

D. What is the school's anticipated enrollment?

Initially, 100 to 120 students with the capacity to expand.

E. What grade levels will be served? How many students are expected to be in each grade or grouping?

The Lighthouse School will initially serve children ages 11 through 14 (grades 6-8, although the rigid grade structure of traditional schools will be avoided.) Approximately thirty students in each age group (grade level) are expected. The possibility of future expansion into grades 9-12 has been discussed.

5). RECRUITING AND MARKETING PLAN:

A. Demonstrate how you will publicize the school to attract a sufficient pool of applicants.

To date (February 10, 1994) the Cape Cod Lighthouse School founding group has accomplished the following:

1. Held a press conference on 1/31/94 in the Orleans Town Hall announcing the formation of the school
2. Featured on local public T.V. news 1/31/94
3. Featured on local radio station 2/1/94
4. Front page story 2/1/94 in largest circulation newspaper on Cape Cod, *Cape Cod Times* (see appendix)
5. Discussed in lead editorial 2/2/94 *Cape Cod Times* (see appendix)
6. Discussed in two articles 2/4/94 *Cape Coddler*, the largest weekly serving this part of the Cape

7. Placed half page paid advertisements presenting the objectives of the Cape Cod Lighthouse School in *Cape Codder*, 2/4/94 and 2/7/94 (see appendix)
8. Distributed flyers presenting the objectives of the Cape Cod Lighthouse School at the Orleans and Brewster post offices to interested parents and citizens, 2/12/94 (see appendix)
9. Spoken to superintendents, selected teachers, and several school committee members from the surrounding school districts of Chatham, Harwich, Mashpee and Nauset.

The response from these initial efforts to publicize the school has been very strong and supportive. During the past two weeks alone members of the planning group have been contacted by over 300 citizens who voiced their interest and support. Most are parents interested in looking at enrolling their children. Many have offered their time, skills, and expertise to help the Lighthouse School get started. In addition, many interested parents have written to us expressing their interest in establishing a choice. The appendix contains a small sample of these written responses; more are available upon request for your examination.

Efforts to publicize the Lighthouse School will continue. In late March, The Cape Cod Museum of Natural History will sponsor an open meeting at which the resource partners will explain their role in designing and supporting the school.

B. Specifically, what type of outreach will be made to potential students and their families?

Once we have received the conditional charter from the state in late March, we will hold a series of public evening meetings in the surrounding communities at which the Cape Cod Lighthouse program will be explained, and our core teaching staff introduced. Materials will be developed for both parents and students that address the various questions in a user-friendly, easy-to-understand approach. We will also seek to meet with parent groups and the school advisory councils of the local elementary schools to explain our program. Feature articles and paid advertisements in the local media will insure that the Cape Cod Lighthouse School will remain a major topic of public interest.

6). ADMISSIONS POLICY:

A. Describe the admission methods and standards you will use to select students:

The Cape Cod Lighthouse School will employ a non-discriminatory admission process which will seek to select a diverse groups of students. Materials for distribution to interested parents will be developed which clearly state the focus of the school and outline the admissions process and criteria. The principle objective of the process is to determine whether the thematic, interdisciplinary approach of the school is best suited to the student's needs and learning styles and whether this school would best promote the student's intellectual development and academic achievement. Previous success or lack of success in school is not a determining factor. Rather, the admission process will seek to determine whether the student's motivation, interest in the school's focus, capacity for work on long-term interdisciplinary projects, and ability to work effectively with others would make the Cape Cod Lighthouse School a good environment in which he or she could learn and grow. A student interest inventory will be employed to guide this determination.

An admissions committee consisting of two teachers and two resource partner representatives will initially review all applications. Interviews and recommendations will be made by the two teachers. Factors to be examined will include, but not be limited to: teacher recommendations, evidence of long-term projects completed or attempted, standardized tests results indicating skills and aptitudes, willingness to adopt the basic values of the school community as set forth in the mission statement, and evidence that the student's needs cannot be addressed as effectively within the traditional public schools. Interviews with the student and with parent/guardian are essential to explain the focus of the school and to evaluate the student's prospects for success. Special attention will be paid to achieving a balanced student body which reflects the composition of the community.

B. Explain how these policies further the mission of the school in a nondiscriminatory fashion.

The purpose of the admission policy and procedure is to determine whether the prospective student is likely to grow and develop academically better within the interdisciplinary, thematic centered Cape Cod Lighthouse School or in a more traditional public school. Likely success, rather than past achievement, is the issue to be evaluated. Since a diverse student body reflecting the many areas of interest on the Lower Cape is essential to provide the rich learning environment which we seek to establish, the flexibility of the admission policy and procedure will promote the attainment of the school's mission. Care will be taken to achieve a student population which reflects the gender, ethnic, and racial composition of the community.

7). PROFILE OF FOUNDING COALITION:

A. Describe the make-up of the group or partnership that is working together to apply for a charter.

The founding coalition of the Cape Cod Lighthouse School is a grass-roots coalition of parents and community resource partners spanning the Mid-Cape and Lower Cape regions of Cape Cod. The founders are not only concerned parents, many of them are recognized leaders in our community. A few examples are: Scott Barron, former Orleans Selectman, attorney and owner Head and Foot Inc.; Susan Lindquist, Executive Director, Cape Cod Museum of Natural History and trustee, Cape Cod Chamber of Commerce; Don Krohn, owner Orleans Whole Food Store and civic leader; Paula Newman Miner, president, LetterWorks Assoc. Inc.; Don Bakker, Chairman, Social Studies Department, Nauset Regional High School; Bette Anne Avery, owner Woodsong Farm Equestrian Center; and William Wibel, Principal, E. C. Stone Middle School and member of the Principal Center at Harvard University. A complete listing of the backgrounds of the founders follows the application signature page.

Strong support and valuable guidance has been given to the founding coalition by Robert Lawless, Massachusetts State Representative from the Lower Cape and by Elliott Carr, President, Cape Cod Five Cents Saving Bank.

The resource partners of the Cape Cod Lighthouse School include the Cape Cod National Seashore, the Cape Cod Museum of Natural History, the Castle Hill Center for the Arts, the Wellfleet Massachusetts Audubon Sanctuary, the Center for Coastal Studies, and the Academy for the Performing Arts. In addition to these resource partners which represent the major scientific, educational and cultural institutions on the Cape, there are individual resource partners, principally men and women who have chosen to retire to the Cape and who wish to contribute their time and expertise to the education of our community's younger citizens.

B. Discuss how the group came together, as well as any affiliation with existing schools, educational programs, businesses, non-profits, or any other entities or groups.

For many years parents on the Lower Cape have informally discussed the lack of educational choice available to them, particularly for middle school age students. Attempts to persuade the local school committees to offer more academically challenging programs and interdisciplinary curricula for this age group have experienced mixed success. In fact, only last year the Nauset Regional School Committee considered cutting back the academic enrichment program currently being offered by one teacher at the Nauset Regional Middle School. Last fall, after the passage of the Education Reform Act of 1993, a group of parents decided to get together and discuss whether this need could now be filled using the provisions of the reform. Support for this movement rapidly grew as the existence of this group became known by word of mouth. Educational and cultural organizations in the area were quick to pledge their support and join the founders as resource partners.

Currently our community resource partners are:

- The Cape Cod National Seashore, Eastham
- The Cape Cod Museum of Natural History, Brewster
- The Castle Hill Center for the Arts, Truro
- The Academy of Performing Arts, Orleans
- The Wellfleet Massachusetts Audubon Wildlife Sanctuary, Wellfleet
- The Center for Coastal Studies, Provincetown

In addition to our community resource partners we have established relations with the following educational resource groups which will assist us in the planning of our school, the development of our curriculum, and the training of our staff:

- Choices Education Project, Susan Graseck, Director, Center for Foreign Policy Development, Brown University (see appendix for letter)
- Institute for Secondary Education, Sharon Clark, Director, Brown University (see appendix for letter)
- Coalition of Essential Schools, Larry Myatt, Senior Associate, Brown University

C. Include any plans for further recruitment of founders or organizers of the school.

The Cape Cod Lighthouse School Association will continue to enlist both institutional and individual resource partners. In our advertisements placed in the local media, specific invitations are extended to such institutions and individuals to join us in building this innovative educational community.

8). TIMETABLE:

A. Discuss a timetable of events leading to the opening of a charter school.

February 15 — application submitted to Secretary of Education

Mid-March — open forum for interested parents hosted by the resource partners

April 1 — press conference to announce tentative site for the school and to introduce the core teachers.

April through June —

- Open meetings held in the surrounding communities to inform parents of the program and to recruit students.
- Board of Trustees site committee formulates plans for necessary modifications in building, if any.
- Board of Trustees fills remaining staff positions, including executive secretary and lead teacher.
- Parents organize fund-raising activities to generate start-up capital.
- Board of Trustees' legal committee develops the school's constitution, by-laws, and incorporation documents for submission to the state. The legal committee will also obtain the necessary insurance coverage for the Board, the staff, and the building.

June and early July — Admissions committee screens, interviews and selects students.

June through August —

- Teachers and resource partners develop curriculum and order necessary materials.
- Meetings with educational resource consultants at Brown University will be held to refine teaching methods and teaching team structure.
- Parent volunteers assist in making necessary modifications to building.

Late July — The student conduct committee, consisting of representative teachers, parents, students, and Board members will develop a code of discipline for approval by the Board and submission to the state.

July - August — Negotiations with local school districts concerning payment schedule and transportation arrangements.

September 6 — Orientation day for students, orientation evening program for parents/guardians.

September 7 — Classes begin.

B. If preparing for a 1994 charter, demonstrate the feasibility of opening school doors this fall, in the event of a legislative change in the starting date.

In order to open the Cape Cod Lighthouse School in September of 1994 four things are needed: a charter, a teaching staff, a student body, and a site. A number of effective, highly respected local teachers, known for their commitment to academic achievement, have expressed a desire to teach in the Cape Cod Lighthouse School. The public response to the possibility of opening this innovative school has been so strong that it is possible that there will be more applicants than we can accept. Finally, our site committee has entered into serious negotiations with the owners of a building which would meet our space needs, conform to the necessary state and local building regulations, and be optimally situated for convenient access to our resource partner locations. This site is available immediately. Another site is also available for September 1994. The parents in this community are strongly in favor of a September 1994 opening date and will do whatever they can to make this possible.

PART II

(It is understood that some details outlined in the following items may be modified and further developed with the formal selection of the teachers and board following the awarding of the charter.)

9) EVIDENCE OF SUPPORT

A. Try to convey as clearly as possible the scope of community backing for the proposed charter school.

The founders of Cape Cod Lighthouse School have received overwhelming support from the Lower Cape and Mid-Cape region. This support has come from parents, community leaders, educators, and community-based scientific and cultural institutions. The founding group, as indicated earlier, consists primarily of concerned parents. This initial core of about twenty-five parents has grown rapidly during the past two weeks since we held our public press conference and presented to the community our vision for the Cape Cod Lighthouse School. At present there are about one-hundred parents who have expressed strong interest in the school and support for the effort. This number is literally growing on a daily basis.

The backing of community leaders is clearly evident from the list of founders and letters of support. They include the State Representative for the Lower Cape, the president of one of the largest and most successful banks on Cape Cod, a former selectman, two school committee members, and three members of school advisory councils in the Lower Cape area.

The support of many local educators is also reflected in the composition of the founders list attached to this application. Four of the founders are present or former teachers. One is a principal; one is an educational consultant; another has a Sc.D in child development from Harvard University; and another is a former associate professor at Harvard. In addition, individual teachers from the towns that the Lighthouse School will serve have contacted us to express their support and several have already recommended our school to individual parents of children whom they teach. Two superintendents from local school districts have welcomed us to the educational community on the Cape and have made useful suggestions regarding flexible scheduling and school-based management.

Since the early stages of planning the Cape Cod Lighthouse School the scientific and cultural institutions on the Cape have been working with us to design a curriculum focused on the unique natural and human resources of our community. These institutions recognize The Cape Cod Lighthouse School as a wonderful opportunity for them to increase their community outreach programs and to play a significant role in the education of our younger citizens. They have generously contributed both their time and the use of their physical resources once the school has opened.

B. In tangible terms, such as survey or letters of support, demonstrate this community support among teachers, parents, students, community leaders or others.

Following are representative letters from:

COMMUNITY LEADERS:

1. Robert Lawless, Massachusetts State Representative from the Lower Cape
2. Elliott Carr, President, Cape Cod Five Cents Savings Bank and member Nauset Regional School Committee

3. Scott Barron, former Orleans Town Selectman and businessman
4. Thomas Conklin, President, WOMR, Community Radio
5. Robert Fellows, President, Surfside Software Inc.

EDUCATIONAL LEADERS:

1. Dr. Lincoln deMoura, Superintendent Mashpee School District
2. Beverly Penninger, President Chatham Teachers Association
3. Sara Hutchings, President Lower Cape Education Association
4. William Wibel, Principal, E.C. Stone Middle School, Bourne
5. Ellen Davis, President Mashpee Teachers Association (*to be sent under separate cover*)
6. Dr. Vida Gavin, Superintendent Chatham School District (*to be sent under separate cover*)
7. Robert Milbier, former Assistant Principal, Nauset Regional High School (*to be sent under separate cover*)

PARENTS:

1. Diane Campbell
2. Candace Woods
3. Paul and Amanda Robinson
4. Karla and James Harrington
5. Liz Burkitt

COMMUNITY SCIENTIFIC AND CULTURAL RESOURCE INSTITUTIONS:

1. Susan P. Lindquist, Executive Director, Cape Cod Museum of Natural History
2. Andrew Ringgold, Superintendent, Cape Cod National Seashore
3. Patricia Arés, School Outreach Coordinator, Academy of Performing Arts
4. Chris Brothers, Program Coordinator, Wellfleet Audubon Sanctuary
5. Mary Stackhouse, Director, Castle Hill Center for the Arts

10) EDUCATIONAL PROGRAM:

A. In detail, describe the educational program of the school.

The educational program of the Cape Cod Lighthouse School is built upon a foundation of shared basic values: personal responsibility, cooperation, academic honesty, perseverance, consideration for others, and respect for the environment. Dedication to these values will be reflected in the manner in which individuals within the school community — students, teachers, parents, board members, and resource partners - interact and in the manner in which the curriculum is designed. Specific curricula will be developed once the charter is received and teachers selected.

The curriculum core of the Cape Cod Lighthouse School will consist of interdisciplinary, thematic learning units built around the unique natural and human resources of our community and an inventoried list of student interests. The curriculum will encourage entrepreneurial ideas from students and support them as they take risks and responsibility for these risks in the education process. Learning units will vary in time from four weeks to year-long projects. From 15 to 20 students will work as a group within the learning unit and the skills of cooperative learning will be emphasized. Depending upon the nature of the learning unit, students may be grouped by age, by abilities, by interest, or by a combination of such factors.

There will be a strong focus on the development of writing skills throughout all content areas and the students will read literature from different genres. Creative writing, narrative writing, responsive writing, and expository writing experiences will strengthen and develop the communication skills of the students. The writing of student journals is particularly well suited to the focus of the school.

Each learning unit will be planned and orchestrated by one or two core teachers. These core teachers will coordinate with our resource partners to provide appropriate on-site and field learning activities. These will enable our students to recognize the interconnection among various subject disciplines in the real world and to experience the bridge between the theoretical and the practical. While acting as the core teacher for a particular learning unit, a teacher will also be available as a resource person to other groups focussing on a different learning unit. The flexible school-day schedule and the teachers-as-a-team approach will permit coordination and reinforcement. In addition, parents with the skills and time to contribute will become part of the team for a particular learning unit. A specific example will illustrate this approach.

Consider, for example, a learning unit centered around traditional Cape Cod architecture — the saltbox house and the half-Cape house. Both of these architectural designs originated in this area more than three-hundred years ago. Some disciplines which lend themselves to be taught within this unit are: mathematics (both basic computational skills and geometrical concepts), physical science (an understanding of forces and load-bearing capacities), environmental science (effective utilization of available materials and resources and a design intended to meet the demands of the local geography and climate), and history (social development of families and communities). The skills which might be taught and reinforced during this unit include: drawing and other forms of artistic expression, model making, measuring, using reference sources, and writing in a clear and effective manner to communicate observations and conclusions. This list of disciplines and skills can obviously be expanded and shifted to address the needs of the students, their styles of learning, and the strengths of the teachers.

On-site visits to some of our local resource partners will enable the students to walk through, measure, and get the feel of a Cape half house and a saltbox house, and to study the environment from which the materials were obtained. Experts drawn from our resource partners can explain the historical development of this style and the actual construction techniques used. A parent who is a builder or carpenter can show the students the practical application of these concepts which he or she must use to design and construct the present-day counterparts of the Cape half house. The past and the present can also be connected with a visit to a local building inspector or board of health where the environmental impact of single-family Cape-style dwellings and the effect of modern building codes can be understood. Examples of literature written by writers living in this setting could be read. While many other possibilities of learning connections could be suggested, this example demonstrates the overall approach.

In addition to the core curriculum built upon these interdisciplinary learning units, the Cape Cod Lighthouse School will offer students a basic foundation in the skills necessary for subsequent mastery of a foreign language. A local school system, Chatham, has been very successful in offering a foundation course consisting of two years of Latin to students in this age group. Students with this foundation have done well as they progressed to the study of a modern foreign language at the high school level. The Latin foundation has also reinforced the students' English skills, particularly the building of vocabulary and the understanding of sentence structure. The Lighthouse School teachers and Board will evaluate this model and others to support language development.

Although many mathematical concepts and skills can be taught effectively within the context of the interdisciplinary learning units, a mathematics specialist teacher, one with a strong background in the physical sciences, will be employed to help our students bridge their theoretical understanding of mathematics and the more authentic problem-solving applications. The unified mathematics approach developed recently at the University of Chicago and endorsed by the NCTM has much to offer. Capable students will receive the preparation in pre-algebra and algebra (or the unified mathematics equivalent) necessary for advanced high school level courses.

All students will also receive instruction in basic computer skills which will enable them to express themselves more effectively with word processing skills and to research, accessing information sources such as CD-ROM and computer networks such as Mass LearnNet. Several members of the founding group have strong backgrounds in this area and a number of community members, including some recent high school graduates with expertise in this field, have offered to assist our students.

The Cape Cod Lighthouse School will promote the physical development of our students by encouraging life-long, Cape Cod activities such as bike riding, hiking, and swimming. The extended-day approach and the flexible schedule will enable the school to provide activities which do not easily fit within the more traditional school structure. School sponsored activities designed for the entire family will promote the sense of community as well as developing patterns of healthful living. Team sport activities which build the skills of cooperation and leadership will also be provided.

Developing creative means for individual self-expression is just as important to early adolescents as the development of their intellectual abilities and academic achievement. Our resource partners have the facilities and expertise to enable our students to develop their abilities in music, drawing and painting, drama, sculpting and woodworking. In fact, many of our parents are themselves accomplished artists, performers, and craftsmen. The Cape traditionally has been a strong area for these cultural activities and the Cape Cod

Lighthouse School will build upon this community strength. Again, the extended day and flexible schedule will permit full utilization of these community resources and opportunities for students to explore the performing and visual arts and to create demonstrations of their skills.

B. What is the basis for the teaching methods to be used?

Socrates, in speaking to his fellow Athenian citizens 2,400 years ago, compared his relationship to his pupils to that of a mid-wife assisting a mother in childbirth. The mid-wife, after preparing the mother for the birthing experience by explaining the process, assists the mother by offering encouragement, active support and technical advice during the actual delivery. The mid-wife shares with the mother the awesome challenge of the task and the wondrous thrill of the birth.

Both Ted Sizer and the late Madeline Hunter, two of our modern day Socrates, also portray the effective teacher as a coach and mentor who motivates, encourages, explains and shares in the achievements of his/her students. While Socrates taught alone, the teachers at the Cape Cod Lighthouse School will be working as a team contributing their individual strengths to design and to supervise the interdisciplinary learning experiences which will enable our students to strengthen their basic skills and problem-solving skills. While the teacher as coach and mentor is our basic teaching model, the particular methods used will depend upon the needs of the students, the nature of the learning unit chosen, the resources available, and the teaching strengths of individual teachers.

C. Describe the school calendar and hours of the school.

The Cape Cod Lighthouse School's thematic, interdisciplinary approach involving community resource partners requires a flexible school schedule. Field trips on a floating laboratory out into Cape Cod Bay depend upon the tides; studying the configuration of the stars at the Nickerson State Park observatory can only be done late in the evening; and group discovery projects at the Museum of Natural History should not be cut short by some arbitrary school closing hour. The teaching team, with input from the parents and resource partners, will plan the flexible schedule in advance in a manner to reflect the requirements of the particular learning units to be offered.

Because of the flexible scheduling which may involve evening and weekend learning experiences, the Cape Cod Lighthouse Board of Trustees prefers not to employ the traditional 180 day school calendar, but instead to opt for a more flexible "contact hour" standard per school year. This issue will be negotiated with the State Department of Education upon receipt of the charter.

11). STUDENT PERFORMANCE:

A. Describe your proposed plan to assess student performance.

Both traditional and alternative means of assessment will be employed. While some of the traditional means are useful in assessing progress and areas of need within the "basic skills," student portfolios or performance assessment, best known from Ted Sizer's work with the Coalition of Essential Schools at Brown University, offer a useful model for assessing the development of problem seeking and solving skills. This approach provides the student with a variety of opportunities to demonstrate with projects, written work, performances, and other forms of exhibition his/her mastery of skills, concepts, and subject matter as well as an

understanding of the connections which link areas of learning and their application to authentic, real life. Our teaching staff will work with the Brown University Institute for Secondary Education and the Coalition of Essential Schools to improve their assessment skills.

This assessment process will primarily be based upon the thematic learning unit. At the beginning of the unit the teacher(s) in collaboration with the student will establish principle learning outcomes. These objectives, which will be communicated to the individual student and his/her parent/guardian, will reflect the individual strengths and needs of the student as well as the content of the unit. During the unit, both student and parent will participate in the on-going assessment process. At the conclusion of the learning unit the teacher(s), student and parent will jointly share their perspectives on the student's achievements. Assessment will be on-going and integrated with authentic learning experiences throughout the unit. While traditional grading systems will not be precluded, it is recognized that they are no substitute for a full, professional analysis of the student's achievements. The Cape Cod Lighthouse School will strongly promote excellence in achievement and such excellence will be recognized.

B. What remediation will be available for underperforming students?

Before remediation can be initiated, the reasons for the student's apparent under-performance must be understood. Conferences involving the teacher(s), student, and parent/guardian are an indispensable first step. Since our core teachers have had many years of successful classroom experience dealing with a wide variety of student learning styles and abilities, the teaching team will suggest the methods for addressing these needs. The methods available at the Cape Cod Lighthouse School will include, but not be limited to: tutorial sessions during or after the normal school day, re-teaching using different strategies, one-on-one assistance from community volunteers, and peer assistance. Computers will be available in each classroom to assist, when appropriate. Since the Cape Cod Lighthouse School believes that learning is a family experience, the involvement of the family in these efforts will be sought. Where family support is not available, an academic mentor program will be established with our many supporters in the community to provide individualized assistance to the student.

C. How will the development of skills be measured?

In addition to the assessment processes described in 11A.) above, the Cape Cod Lighthouse School will employ the Massachusetts Educational Assessment Program (MEAP) and nationally normed tests such as the California Achievement Test (CAT) to measure both the development of skills school wide and the development of skills on an individual basis. When appropriate, observation check lists and criterion-referenced tests may also be used. As an innovative, model school we believe that we can demonstrate that our alternative approach can not only promote more effectively the development of problem seeking and solving skills, but also strengthen the acquisition of basic skills.

12). SCHOOL EVALUATION:

A. What methods of self-assessment or evaluation will be used to ensure that the school is meeting its stated mission and objectives?

Prior to the beginning of each school year the Cape Cod Lighthouse School Board consisting of parent representatives, teacher representatives, representatives from our resource partners and several community at large

representatives will establish short range, intermediate range, and long range goals for the school. Such goals will include:

- 1) development of physical facilities and resources,
- 2) growth of outreach programs to the community,
- 3) student performance objectives,
- 4) continued development of curriculum,
- 5) staff professional development and recruitment.

Means for assessing progress towards the attainment of these goals will be established and, in a timely fashion, the Board will be presented with reports documenting such progress. The method of selecting and replacing members of the Board will insure that the central mission and objectives will continue since the majority of the Board will consist of parents, teachers, and resource partner representatives. The evaluations and suggestions of outside experts such as the Institute for Secondary Education and the Coalition of Essential Schools at Brown University will be solicited and welcomed. Since the innovative nature of the Lighthouse School insures that it will be a potential model watched closely by the larger Cape Cod community, we expect to receive many comments coming from different perspectives regarding our progress. These will be carefully considered. Once the charter has been received and the charter school board selected, specific benchmarks for evaluating progress and insuring accountability of the teachers to the board and to the parents will be established.

B. How will the school establish regular dialogue with parents? With the community?

The Cape Cod Lighthouse School is the vision of the Lower-Cape and Mid-Cape community and, in a sense, the Cape Cod Lighthouse School is the Lower-Cape and Mid-Cape community. Just as in the past when the townspeople of our small communities would get together to raise a community barn or meeting place, so today the townspeople of the Mid and Lower Cape, stretching from Provincetown to Brewster, have come together to raise a new school for our children — a place where the entire community can participate and share. The founding group and the school community will continue the active dialogue that already has been established with parents, resource institutions, educators from the surrounding communities, and the local media. Both the learning unit planning process and the student assessment process involve the continuing involvement of staff, resource partners, and parents. Central to our vision are family- and community-oriented learning experiences held during non-traditional school hours. A community communication plan will be developed by the board of trustees at the beginning of each school year.

13) HUMAN RESOURCE INFORMATION:

A. How will teaching and administrative staff be selected? Describe the standards to be used in the hiring process, including teacher certification requirements or any other professional credentials. What is the targeted staff size?

The board will recruit a core of experienced, certified teachers who are proficient in the interdisciplinary approach and who are well known in the community for their commitment to excellence and their ability to

motivate students. A number of such teachers have expressed the desire to teach at the Cape Cod Lighthouse School. They represent the type of teacher whom parents often request that their children have. Advanced degrees are preferred and multiple certifications or comparable evidence of the ability to teach effectively in several disciplines will be sought. To balance this core of senior master teachers, we will recruit several younger teachers who are interested in the interdisciplinary approach, who have strong backgrounds in our areas of focus such as environment education, and who share energetically our vision. A number of promising applicants have already contacted us. Once established, we intend to develop a training relationship with the Brown University Graduate School of Education to enable some of their teachers-in-training to gain experience at our school. While we intend to fill all teaching positions with well-qualified teachers, it may be that some have not fully completed the requirements for standard certification under current Department of Education requirements. Demonstrated teaching effectiveness, ability to work well in a team, background in our areas of focus, and enthusiasm are the four primary criteria in recruiting staff. We anticipate an initial staffing level of six full-time, and several part-time teachers plus our resource partners and parent volunteers.

B. How will teachers and administrators be evaluated? How often?

Central to the team teaching concept at the Cape Cod Lighthouse School will be on-going peer evaluation. Teachers learn best from other teachers. Proven models for peer evaluation, including the Madeline Hunter Teacher Effectiveness Program and the "reflective practice" model developed by Jon Saphier, have been examined and will be adapted to our school. In addition, the comments of parents and students are a valued means of "fine tuning" the learning units and instructional strategies. On a yearly basis the Board will evaluate the performance of the staff.

C. Describe any other relevant employee information, including but not limited to: salaries, contracts, hiring and dismissal, benefit packages, and staff development.

To recruit the high quality teachers that will make the Cape Cod Lighthouse School successful the Board will offer a salary and benefit package equal to or superior to those offered teachers in the surrounding school districts. Details will be worked out after the charter has been received. A fair dismissal policy will also be adopted. Duration of contract is a matter to be negotiated between the Board and the prospective teacher.

Staff development is an important part of the Cape Cod Lighthouse School vision. Membership in the Institute for Secondary Education at Brown University and the subsequent access to their programs of professional development is planned. In addition, the close ties to the community scientific and cultural institutions which have already been forged will provide many opportunities for staff development and growth. The team-teaching, interdisciplinary approach probably offers the best potential for built-in, on-going staff development.

14) SCHOOL GOVERNANCE

A. Describe the internal form of management to be implemented at your school, including any plans to contract to an outside group to manage the school.

The educational leadership and daily educational management of the Cape Cod Lighthouse School will be the primary and shared responsibility of the core teaching team. The position of the lead teacher, chief spokesperson and academic leader of the school, is likely to be rotated among the experienced teachers. It is our firm belief that teachers, in partnership with the parents and students, best understand the way to deliver a quality

education to the students. The governance and administrative structure of the Lighthouse School will support this premise through the establishment of a school-based management with shared decision-making strategies. The Board will consist primarily of parents, and the education programs will be created, delivered, and administrated by experienced teachers who are directly accountable to the Board. The administrative assistant to the Board will perform the clerical and financial functions necessary to insure the smooth operation of the school. Such functions will include: attendance, payroll, procurement of necessary supplies, compiling the annual report, supervising student transportation, and liaison with the community resource partners.

Specific allocation of these functions and assignment of responsibilities will be determined by the board, with the professional assistance of our consultant, Clare O'Connor, after the awarding of the charter. Ms. O'Connor, former Director of the Office of External Programs, New York City Board of Education, has been part of the planning team since the founders came together.

B. How will the board of trustees be chosen?

The Board of Trustees of the Cape Cod Lighthouse School will consist of seven parent representatives to be elected by the parents, two teacher representatives to be elected by the teachers, three representatives chosen by the resource partners, and two community representatives (not parents) to be elected by the parents. After the awarding of the charter, the signatory founders, as listed in this application, will function as the temporary board of trustees.

C. Describe the roles and responsibilities of the board.

The primary role of the board is to oversee, support and facilitate the educational program of the school and the learning community of the students. The board will have the responsibilities of obtaining and maintaining the site, appointing all staff, determining the financial arrangements with the staff, establishing working relationships with local school districts in which the students live, supervising the expenditures of funds, raising any additional funds needed for the operation of the school, assuring that all governmental regulations — local, state, and federal — are complied with, and establishing procedures to insure continued open access to the board by all segments of the school community. Further delineation of the responsibilities of the board will be made after the awarding of the charter in consultation with the Department of Education.

D. Describe the relationship of the board to teachers, administrators, students, and families.

The composition of the board and method of selection described above insures that the board will be responsive to the concerns and needs of the parents, teachers and the community in which the school is located. The board will generally be guided by the will of the school community as expressed in procedures to be established to give easy and open access by the community to the board, which must ultimately follow its own conscience. The board will also insure that students have access to the board to voice their concerns and express their opinions regarding major issues of school governance. Formal procedures will be established to provide redress for those who feel it necessary.

E. Discuss the nature of parental and student involvement in decision-making matters.

The composition of the Cape Cod Lighthouse Board of Trustees, which insures that a majority of the board members are parents chosen by parents, and the procedures to be established for providing open and on-going access to the board for parents and students insure involvement in decision-making matters at the board level. The conditions governing the daily operation of the school, including hours, code of behavior, and the scheduling of learning activities outside of the normal school day will be determined by the teaching staff in consultation with the parents and students. Students' involvement in establishing and maintaining the fundamental values of the school — personal responsibility, academic honesty, perseverance, consideration for others, respect for the environment, and cooperation — is essential.

F. Describe the nature and extent of community involvement in school activities.

The flexible school day approach and the scheduling of learning activities during evenings and weekends will insure community involvement. The community resource partners, three of whom will be represented on the Board of Trustees, will play an integral role in the operation of the school by contributing their resources and expertise to the education of the children. The Cape Cod Lighthouse School is a school being built by the community and it will, once established, remain a school reflecting the needs of the community.

15). BUILDING OPTIONS

A. and B. Describe your present options for a school building. Demonstrate how this site(s) would be a suitable facility for the proposed school.

At present we have located two sites which appear to meet our needs. The preferred site is a recently built and previously unoccupied office building complex centrally located near existing school bus routes utilized by the Brewster Elementary School and the Nauset Regional School Committee. Very convenient to the locations of our resource partners, this site offers quick access to the Cape Cod National Seashore and the Nickerson State Park. All building code and health code requirements for school use appear to be met or capable of being met with few modifications. The building offers at least six classroom-size areas plus smaller rooms for offices and small group instruction. Total usable first- and second-floor space is approximately 6,000 square feet. Exceptional lighting, attractive setting near nature walks, and ample storage space in a full basement are additional features.

The site also contains land upon which additional buildings could be constructed in case of expansion. Engineered building plans for such expansion have been approved by the Historic District Commission and the Cape Cod Commission. The layouts and designs of these buildings are appropriate for instructional use. The owner is supportive of the Cape Cod Lighthouse School project and is eager to continue serious negotiations once the charter has been granted. Both renting and outright purchase are possibilities. Traffic flow at the proposed site would be light, and traffic flow on the approaching roads to the site would be light to moderate. The proposed site is located about one mile from police and fire stations and there is a fire hydrant on site.

All classroom areas would meet the minimum requirements of 20 square feet per student. Each of the ten lavatories are handicap access by design and the site appears to comply with construction guide for Public Accommodation of the Americans with Disabilities Act of 1990. Ample electrical capacity and telephone facilities exist. A health area, including laundry facilities, is available.

The alternative site also offers ample classroom space after the necessary internal partitions have been erected. The health code and building code requirements appear to be met or capable of being met and the owner seems anxious to secure the Cape Cod Lighthouse School as a tenant. This property is situated on a body of salt water which enhances the environment focus of the curriculum. This site also lies on a major existing school bus route.

C. Discuss any progress or future plans for acquisition of a school building.

Once the charter has been granted, the next phase of serious negotiations with the owners of the above sites will begin. Our site committee consists of three founding group members, all of whom are businessmen with experience in the acquisition and development of buildings for commercial purposes. One member is an attorney.

D. Describe financing plans, if any.

With the strong backing of the business community which the Cape Cod Lighthouse School has already received and the support of the president of one of the largest banks on Cape Cod, we will be able to finance the acquisition of a suitable site. Specific plans for meeting the financial needs will be formulated after the granting of the charter and the subsequent negotiations with the owners have been concluded.

PART III

The founding group has established subcommittees to work on items 16 through 22. Much of this work must be tentative pending the awarding of the charter. A specific timetable for addressing these items will be submitted to the Department of Education after the charter has been received.

Appendix

Commonwealth of Massachusetts

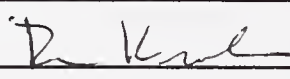
Executive Office of Education

Charter School Application Designated Contact Person

Please provide the Executive Office of Education with the following information identifying a designated contact person for the group submitting an application for charter school status. This form *must* be filed along with the charter school application no later than February 15, 1994. Please mail all required materials to:

Secretary of Education
ATTN: Charter Schools
Executive Office of Education
One Ashburton Place, Room 1401
Boston, Massachusetts 02108

Tel: (617) 727-1313

Group Name:	<i>Cape Cod Lighthouse School Association</i>	
Contact Person Name:	Don Krohn	
Signature:		Date: Feb. 11, 1994
Title:	Co-Chairman, Founders Group	
Address:	P.O. Box 968	
City:	South Orleans	
State:	Massachusetts	
Zip:	02662	
Telephone:	508-255-6399	
Fax:	508-255-7752	

Commonwealth of Massachusetts Executive Office of Education

Charter School Application

I/We, the undersigned charter school applicant(s), do hereby certify that the information provided herein and filed with the Executive Office of Education on this the 7th day of Feb (month) of the year 1994, is to the best of my/our knowledge, truthful and accurate.

(This signature sheet *must* be attached to the application when it is filed.)

Name: Susan P. Lindquist Signature: Susan P. Lindquist Date: 2/7/94
Address: 40 Redwing Cartway City: Brewster State: MA. Zip: 02631
Tel: 508-896-5538

Name: William Whitfield Signature: Date: 2/7/94
Address: Box 1351 E, ORANS City: State: Zip: 02669
MA 02643 Tel: 255-1310

Name: Donald Bakker Signature: Donald Bakker Date: 2/7/94
Address: 37 Forest Way City: Orleans State: MA Zip: 02653
Tel: 255-3559

Name: Chris R. Harpin-Abren Signature: Chris R. Harpin-Abren Date: 2/7/94
Address: P.O. 14 W. Chatham. 02669 City: Uxbridge State: MA. Zip: 02669
45 N. Rd. Tel: 945-5737

Name: Christopher Lovelace Signature: Christopher Lovelace Date: Zip: 02642
Address: 630 Henry Brook City: Fitcham State: MA Tel: 255-4643
Road

Name: Bonny Campbell-Runyan Signature: Bonny Campbell-Runyan Date: Feb. 7, 1994
Address: 51 PORTANIMICUT RD City: ORLEANS State: MA Zip: 02653
Tel: 255-5788

Name: Donna Rose-Kerr Signature: Donna Rose-Kerr Date: Feb 7, 1994
Address: 42 Dakers Pond Rd. Orleans State: MA Zip: 02653
Tel: 255-0908

Name: Grace Bakker Signature: Grace E. Bakker Date: Feb 7 1994
Address: 37 Forest Way City: S. Orleans State: Ma. Zip: 02662
Tel: 255-3559

If more space is required, please attach additional sheets.


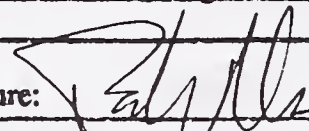

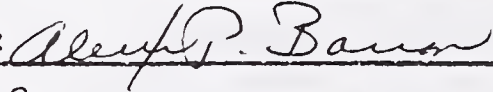
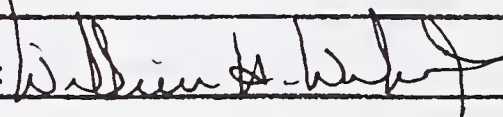
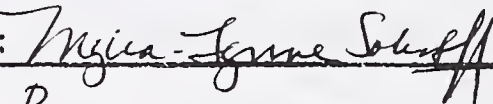
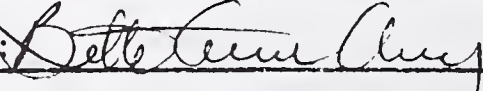
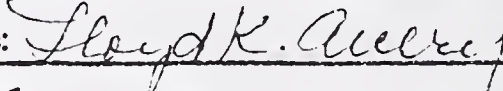
Executive Office of Education, One Ashburton Place, Room 1401, Boston, MA, 02108

Commonwealth of Massachusetts Executive Office of Education

Charter School Application

I/We, the undersigned charter school applicant(s), do hereby certify that the information provided herein and filed with the Executive Office of Education on this the 7th day of Feb (month) of the year 1994, is to the best of my/our knowledge, truthful and accurate.

(This signature sheet *must* be attached to the application when it is filed.)

Name: DON KROHIV	Signature: 	Date: FEB. 3 1994
Address: 241 TONSET RD.	City: ORLEANS	State: MA
		Zip: 02653
		Tel: 508-255-6399
Name: Paula Newman Mire	Signature: 	Date: Feb 7 1994
Address: Box 1406	City: Orleans	State: MA
		Zip: 02653
		Tel: 508-255-2999
Name: SCOTT V BARRON	Signature: 	Date: 7 Feb 1994
Address: Box 1860	City: Orleans	State: MA
		Zip: 508-255-4395
		Tel: 02653
Name: Alexis P. Barron	Signature: 	Date: Feb 7, 1994
Address: P.O. Box 1860	City: Orleans	State: MA
		Zip: 02653
		Tel: 255-4295
Name: William H. Wibel	Signature: 	Date: Feb 7, 1994
Address: P.O. Box 76	City: Brewster	State: MA
		Zip: 02631
		Tel: 385-6145
Name: Myka-Lynne Sokoloff	Signature: 	Date: 2/7/94
Address: Box 76	City: Brewster	State: MA
		Zip: 02631
		Tel: 385-6145
Name: Betty Anne Avery	Signature: 	Date: 2/7/94
Address: 121 Lund Farm Way	City: Brewster	State: MA
		Zip: 02631
		Tel: 896-5555
Name: Lloyd K. Avery	Signature: 	Date: 2/7/94
Address: 121 Lund Farm Way	City: Brewster	State: MA
		Zip: 02631
		Tel: 896-6343

If more space is required, please attach additional sheets.

Executive Office of Education, One Ashburton Place, Room 1401, Boston, MA, 02108

Commonwealth of Massachusetts

Executive Office of Education

Charter School Application

I/We, the undersigned charter school applicant(s), do hereby certify that the information provided herein and filed with the Executive Office of Education on this the 7th day of Feb (month) of the year 1994, is to the best of my/our knowledge, truthful and accurate.

(This signature sheet *must* be attached to the application when it is filed.)

Name: <u>Patricia Arés</u>	Signature: <u>Patricia Arés</u>	Date: <u>2/7/94</u>
Address: <u>PO Box 923</u>	City: <u>S. Orleans</u>	State: <u>MA</u>
		Zip: <u>02662</u>
		Tel: <u>255-5552</u>

Name: <u>Janis Brennan</u>	Signature: <u>Janis Brennan</u>	Date: <u>2/7/94</u>
Address: <u>RR1 24 Tower Rd</u>	City: <u>Orleans</u>	State: <u>MA</u>
		Zip: <u>02653</u>
		Tel: <u>255-6899</u>

Name:	Signature:	Date:
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Address:	City:	State:
		Zip:
		Tel:

If more space is required, please attach additional sheets.

BACKGROUND INFORMATION FOUNDING GROUP APPLICANTS

Don Krohn; parent, owner retail store, civic leader

Paula Newman Miner; parent, owner media consulting firm

Scott Barron; parent, former selectman, attorney, owner two retail stores

Alexis Barron; parent, former special needs teacher, doctorate from Harvard

William Wibel; parent, principal E.C. Stone Middle School, Bourne

Myka-Lynne Sokoloff; parent, former teacher, educational consultant, advisory council Nauset Middle School

Bette Avery; parent, owner Woodsong Farm

Lloyd Avery; parent, former teacher, computer consultant

Susan Lindquist; Executive Director, Cape Cod Museum of Natural History

William Whitfield; parent, attorney

Donald Bakker; parent, chairman social studies department Nauset Regional H.S.

Chris Harpin-Abreu; parent, artist

Christopher Lovelock; parent former associate professor Harvard; lecturer M.I.T.

Bonny Campbell-Runyon; parent, teacher, artist

Donna Rowe-Korn; parent, musician

Grace Bakker; parent, advisory council Orleans Elementary School

Tricia Arés; parent, School/Outreach Coordinator, Academy of Performing Arts

Janice Brennan; parent, former social worker, owner retail store



BROWN UNIVERSITY
Providence, Rhode Island 02912

February 11, 1994

Don Bakker
Cape Cod Lighthouse School Association
PO Box 968
South Orleans, MA 02662

Dear Don,

I am very pleased to write a letter of support for the Cape Cod Lighthouse School. The Institute for Secondary Education is committed to assisting teachers as they restructure the learning environment for all students. We offer interdisciplinary and innovative programs emphasizing hands-on experiences yet our teachers are often frustrated because their schools cannot support such teaching. The description of the program, curriculum, and objectives of the Cape Cod Lighthouse School are exciting for this reason. The school will encourage active engaged learning for all students and provide teachers with an environment to foster intellectual engagement. It represents the best thinking of educators to address the needs of the 21st century. The integration of the resources on the Cape with the curriculum will clearly enhance the education of the middle school students lucky enough to attend.

I look forward to working with teachers at this school and hearing of its progress. We need more schools with the vision of the Cape Cod Lighthouse School. If I can be of any additional assistance, please don't hesitate to contact me.

Sincerely,


Sharon Lloyd Clark
Director

**Center for
Foreign Policy
Development**

*of the
Thomas J. Watson Jr.
Institute for
International Studies*

Brown
University
Box 1948
Providence,
Rhode Island
02912

Tel: 401 863-3465
Fax: 401 863-7440
Telex: 3792135 CFPD

February 9, 1994

Mr. Don Bakker
The Cape Cod Lighthouse School
PO Box 968
South Orleans, MA 02662

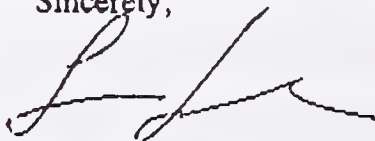
Dear Don,

We at the Choices for the 21st Century Education Project are very excited about the vision expressed in your recent press release concerning the establishment of the Cape Cod Lighthouse School. Bridging the learning environment across traditional disciplines, engaging the unique resources of the Cape Cod community, developing partnerships between parents and the school, setting high expectations for all students and providing the means to achieve them; this is exciting! As we travel around the country working with teachers and schools, we note two indicators of a successful educational environment. One is a school in which the faculty is not only teaching but learning -- reevaluating its own integrity as a community of learning as it guides its students into the world of life-long learning. The other is a school where high expectations are set, bought by the students, and held to by the faculty. The vision you present for the Cape Cod Lighthouse School reflects both.

The Choices Education Project looks forward to working with you as you give increasing shape to the curriculum and teaching methods that will serve as a foundation for your school. We will be pleased to work with you as you adapt the expertise and resources of the Choices Education Project to your particular needs and setting.

We wish you well as you launch this important endeavor.

Sincerely,



Susan Graseck
Director, Choices Education Project

BOARD OF OVERSEERS

The Honorable
Thomas J. Watson Jr.
Chair

Mark Garrison

The Honorable
Arthur A. Hartman

Artemis A. W. Joukowsky

Marie J. Langlois

Ann R. Leven

The Honorable
Charles C. Mathias

David E. McKinney

The Honorable
Cyrus R. Vance

Olive C. Watson

Lower Cape group plans to build alternative public school



Times Photo by STEPEHN ROSE
■ Don Bakker discusses plans for charter school. At right is state Rep. Robert Lawless; at left is Orleans businessman Don Krohn.

Lighthouse School would offer innovative education

By ROBIN LORD
SPECIAL WRITER

ORLEANS — A group of Lower Cape residents yesterday announced its intention to start the Cape's first charter school under the provisions of the Education Reform Act of 1993.

"This is not an alternative to public schools. It is an alternative public school," said Nauset Regional High School teacher Don Bakker, a parent who is involved with the group.

The group hopes to open the Lighthouse School this September or September 1995.

The group, calling itself the Cape Cod Lighthouse Association, is made up of 25 to 30 men and wom-

en from Lower Cape towns, Bakker said.

Twenty-two members met with the press yesterday at Orleans Town Hall. Among them were state Rep. Robert Lawless, Elliot Carr, the president of Cape Cod Five Cents Savings Bank, Orleans Whole Foods Store owner Don Krohn, Nauset teacher Tim Joyce and former Orleans Selectman Scott Barron.

The Education Reform Act provides for the establishment of 25 charter schools across the state to serve as what Krohn called "laboratory schools." The schools are intended to provide incentives to keep existing public schools competitive.

The schools will be funded by

the communities that send students to them. For such students districts are required to give 100 percent of the local per-pupil expenditure to the charter school, just as they would if the student remained at the district school. Sending communities must also provide transportation.

The fiscal 1995 state budget includes some start-up money for charter schools, Lawless said. In addition, the group will begin active fund raising as soon as its charter is approved by the state Department of Education.

A demonstration of local support is critical to the granting of a

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CHARTER

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charter school application, Lawless said.

The group plans to submit the application for the school by the middle of the month. The department is required to respond within 30 days.

The proposed school would at first have 100 to 120 students in grades six through eight. It would be open to children from all surrounding communities.

The site for the school has not yet been determined.

The pursuit of "intellectual growth and academic development" would be the major focus of the school, and among its objectives would be learning through

"cross-disciplinary" approaches, whereby many academic subjects are studied at once.

The curriculum would be built around resources available on the Cape, such as the Cape Cod Museum of Natural History in Brewster and the Academy of Performing Arts in Orleans.

The core of the teaching faculty would consist of "well-known local teachers who have distinguished themselves with their proven ability to motivate students and by their commitment to higher educational standards," the group in a press release said. No teachers have been contracted.

The group expects to have faculty members named, and a site for the school, by the end of March. At that time, the application process for new students would begin.

Cape Cod Lighthouse School — A Choice

The Cape Cod Lighthouse School Association is planning to open a public charter school, as provided for in the 1993 Massachusetts Education Reform Act, located in the Brewster-Orleans area in September 1994, or at the latest in September 1995. Initially offering grades 6, 7, and 8, this school, which will be open to children from all of the surrounding communities at no cost to their parents, will offer an innovative public alternative to the existing schools in this area. Believing that the intellectual growth and academic development of our youth must be of the highest priority, this school will be committed to and focused around the pursuit of academic excellence and the encouragement of intellectual curiosity. The Lighthouse School will be designed to achieve the following objectives:

1. To establish exciting and interactive learning experiences which consistently bridge traditional disciplinary lines, to reinforce effectively skills and the connections among the arts and humanities, science, and mathematics. Practical, hands-on experiences, as well as the more traditional classroom-oriented educational experiences, will be employed;

2. To focus the curriculum around the unique resources available on the Cape, making innovative connections between the community and the academic development of its younger members. For example, the critical thinking skills which are central to science will be taught using the resources — both physical and human — of institutions such as the Cape Cod Museum of Natural History, the Wellfleet Audubon Sanctuary, and the Cape Cod National Seashore. In the area of the fine and performing arts the school will draw upon the resources of institutions such as the Academy of Performing Arts and the Castle Hill Center for the Arts to promote communication skills and an awareness of the importance of the fine and performing arts to the life of the Cape. The expertise of individuals associated with these institutions will be important resources for the teachers and

students in developing the curriculum and in structuring the learning experience. The physical development of the students will be encouraged through the promotion of Cape Cod oriented activities such as hiking, biking, and walking as well as the team sports that build the skills of cooperation and leadership;

3. To encourage and to expect parents to become actively involved in the education of their children. Establishing a true partnership between parents and classroom teachers in supporting the academic development of the students, the Lighthouse School will provide parent workshops, materials, and positive links between the classroom and school environment. Parents will be involved in ways that use their varying but important strengths, both during the school day and through planned activities that bridge the traditional gap between school and the home;

4. To provide all motivated students, regardless of skill development, with challenging and stimulating academic experiences designed to encourage continuing intellectual development. The varieties of teaching approaches employed will be designed to address the different learning styles of the children and to enable them to experience the excitement of learning and the thrill of success;

5. To create an educational community committed to academic achievement and to individual creativity, and to promote an understanding of intellectual and personal integrity. The school will emphasize a core set of values: personal responsibility, academic honesty, perseverance, and consideration for others;

6. To provide the students with a firm foundation for doing subsequent high school level work, insuring that they have strong basic skills and critical learning skills which will insure continued academic success. To this end, clear and specific objectives will be established, and both alternative and traditional means of assessment will be used to determine

the differing needs of the students and to evaluate progress.

The core of the teaching faculty will consist of well known local teachers who have distinguished themselves with their proven ability to motivate students and by their commitment to high educational standards. Because of the interdisciplinary, thematic approach and the average class size, which is expected to be significantly smaller than those in the surrounding public schools, more teacher-student contact time will be provided during the school day. A flexible school day will enable teachers and students to focus on learning projects not suited to the traditional 45-minute class period structure.

In designing the curriculum and structure of this charter school we will work with the Brown University Choices Education Project and the Brown University Coalition of Essential Schools. The Coalition, founded by Theodore Sizer, former Dean of the Harvard University School of Education, is nationally recognized as the leader in the movement to establish more effective public schools centered around teacher and parent empowerment. The decisions concerning the daily operation of the school will be made jointly by the entire school community: teachers, students, parents, and resource partners.

Transportation to and from the charter school is generally the responsibility, under state law, of the school districts in which the students live, and no additional costs for the education of their children will be borne by the parents. Interested parents, citizens, and organizations are invited to participate in the planning and establishment of this exciting and innovative educational resource by contacting Don Krohn at 255-6399 or Robert Lawless at 255-6685 or writing to Cape Cod Lighthouse School Association, P.O. Box 968, South Orleans, MA 02662. Inquiries from parents concerning the placement of their children in this school are also welcome.

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Members of the Cape Cod Lighthouse School Association, along with state Rep. Robert Lawless, announce plans to start a charter school. Staff Photo by Ken Seaman

Lighthouse School Would Be an Alternative to Public Program

By Ken Seaman

A group of parents and teachers in the Nauset region has unveiled a charter school plan aimed as an alternative to public education.

On Monday, the Cape Cod Lighthouse School Association announced its proposal, which calls for a school to service approximately 100 sixth, seventh and eighth graders.

"This is an alternative form of public education," said Don Bakker, chairman of the Nauset High School history department and one of the organizers of the association.

The group, which started meeting formally in December to discuss opening a charter school, will be submitting an application to the state before the mandated Feb. 15 deadline. The Education Reform Act allows the state to approve about 25 charter schools.

Organizers expect to attract faculty members from surrounding school systems. "The core teachers will be teachers that we know," Mr. Bakker said.

"We expect more from the faculty," said association member Donald Krohn of Orleans. Mr. Bakker amplified this statement. "It will be more demanding and more rewarding."

While a site has not yet been found to house the

school, should it be approved, organizers say that they intend to base the school in the Orleans-Brewster area. The school will be open to students from the surrounding communities free of charge to the parents.

"The focus of the school will be very attractive to some students and their parents," Mr. Bakker said.

That focus, according to Mr. Bakker, would revolve around "the unique resources available on the Cape."

The school's curriculum would interact with the Cape Cod Museum for Natural History in Brewster, the Massachusetts Audubon Society, and the Cape Cod National Seashore.

"The expertise of individuals associated with these institutions will be important resources for the teachers and students in developing the curriculum and in structuring the learning experience," reads a press release distributed by the association.

Once the students graduate from the school, they would then return to the Nauset system. "Our students will probably be better prepared for the high school (than those leaving the middle school)" Mr. Bakker said.

However, Mr. Bakker said the association would entertain the idea of expanding the number of grades

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Lighthouse School (Continued From Page 3)

served by the school. "It will probably be an evolving system, Mr. Bakker said.

The proposal also calls for a more interactive role between parents, teachers and students. "Parents will be involved in ways that use their varying but important strengths," reads the school's promotional material.

Instead of a superintendent and school committee overseeing the school, the Cape Cod Lighthouse School would be run by a board of trustees, elected by the teachers and parents. Administrative chores would be handled by the teachers and the parents.

Should the school be approved, funding would come from the state aid funds to any school system which had a student attending the charter school.

If the school were to start next year, approximately \$5,500 per pupil would be deducted from the Nauset region budget for each student attending Cape Cod Lighthouse School.

However, this money would only be enough to cover the school's operating cost. Development of the school's core facilities, a library, and equipment would have to come from another source.

State Representative Robert Lawless, D-Orleans, who attended the press conference announcing the proposal, said there is money allotted in Gov. Weld's Fiscal Year 1995 budget to provide seed money to help the new charter schools. Mr. Bakker added that the money would be supplemented with local fund-raising.

Nauset School Superintendent Michael Gradone has repeatedly told the school committee he believes it is

unlikely a charter school will be approved on the Outer Cape. He said the state Executive Office of Education has sent out more than 400 applications to groups interested in starting a charter school. And with the cap on the number that will be approved — and the emphasis that is being placed in starting these schools in urban areas — the odds are against one being approved here.

However, Gov. Weld has filed legislation which would lift the cap.

Of even more concern to Mr. Gradone — and to all of the superintendents in the state — is a plan in Mr. Weld's proposal to advance the start-up date for charter schools to September 1994.

"This is unconscionably bad public policy," Mr. Gradone said.

In a worst-case scenario, according to Mr. Gradone, the region could lose \$650,000 in state aid should the charter school be approved. This loss, however, would be at least partially offset by a decline in enrollment of more than 100 students.

School committee Chairman Margie Fulcher said the threat of losing students and corresponding state aid would not change the way the school committee approaches the regional budget this year, or the proposal on the table for a high school building project.

"(The Lighthouse School) has not been approved by the state...we cannot take into account what may happen," she said.

Grading the Merits of the Charter Middle School Proposal

By Jeff Blanchard

The opening salvo was fired Monday in what promises to be an intense debate over the merits of founding an alternative middle school.

Disgruntled with the status quo, a coalition of Outer Cape residents — including parents, teachers and politicians — is asking for state approval to open a new learning facility called the Cape Cod Lighthouse School.

The school would operate in a separate building yet to be determined and, if approved, it would accept the challenge to provide an innovative curriculum as spelled out in the Education Reform Act of 1993, legislation enacted to breathe new life into the state's public education system.

In proposing the school for sixth through eighth graders, the group is putting itself at odds with those who would prefer to maintain the way things are now, whether for reasons of finance or philosophy, or to improve on educational programs within the existing system.

A round up of the views held by some, but not all, of the key players in the nascent battle reveals a major fault line that is almost certain to grow wider as the debate rages in the coming weeks.

Separate interviews were conducted by The Cape Codder this week with Robert Lawless, the state representative who has four young children; Elliott Carr, the bank president and Brewster representative on the

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school committee who has two daughters, both beyond their middle school years; Don Krohn, a merchant whose children are elementary and middle school age; Michael Gradone, the superintendent of Nauset schools; and Margie Fulcher, Orleans representative to and chairman of the regional school committee.

On the surface, there is hardly a ripple of disagreement.

Although he is not a proponent of the charter school idea, neither is Mr. Gradone standing in opposition to it.

He urges the public to restrain from becoming "overexcited" with the prospects of a new charter school, because the application is not due until Feb. 15, the state has 30 days to decide its merits, and the competition is expected to be stiff for a limited number of acceptances.

He also warns the public that in "a worst-case scenario," the new school could cost more than \$600,000 a year to operate, a reflection of the fixed costs that would not decline even though the number of students attending the middle school would be

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Grading the Merits of Charter School Proposal (Continued From Page 3)

reduced. (Charter supporters, on the other hand, maintain that the new school would lead to minimal, if any, increases in public funding.)

Beyond those few words of caution, Mr. Gradone is reluctant to go any further in staking out a position on the charterists' proposal.

Asked when he plans to decide whether he will support the charter plan as a key part of the education reform package that he endorsed last year, Mr. Gradone said it would be a couple of weeks at the earliest.

He has written to the state and requested that copies of all charter applications from this area — a number that could reach four, he disclosed — be forwarded to him for review.

Until he has reviewed the details of each proposal, he said it would be premature to support or oppose any idea that seeks to provide an innovative method of education.

Similarly, no one in the charter camp will openly criticize any individuals or groups commonly associated with the existing bureaucracy, such as the school committee, middle school Principal Barbara Coopee, Mr. Gradone or any others who are now standing on the proverbial outside as a new group of people are busy at work trying to create their own version of a better inside.

However, once the surface is scratched, a listener can begin to hear murmurs of serious discontent coming from "both sides," from the parents and teachers who are dissatisfied with the lack of educational innovation at the middle school; and from the critics who, without allowing their names to be printed, say things like, "We have an \$18 million middle school, and we ought to be able to make it work." And, "Isn't that why we have private schools?" And, "There's a real danger here that they would be siphoning off all the motivated students — it's elitist."

"Needless to say," said charter supporter Don Krohn, "I prefer to look at this as a positive thing, not an us vs. them."

And to the extent that members of the so-called establishment might feel threatened by the charter proposal, they aren't letting on.

As the point man for the Nauset region's administration, Mr. Gradone said he wants to know more about the

plan, its social and financial implications, he wants to understand better how the charter school would determine who gets in and who doesn't, who passes through the Lighthouse doors and who stays put in the middle school.

Which brings the debate to this: What tools will be used in evaluating a student's fitness for acceptance? The instigators of innovation answer that by saying all are welcome, whether from Chatham or Truro or Brewster, as long as they are motivated and as long as they stand up to "reasonable academic standards."

Mr. Lawless, for his part, said that inclusion will not be based on intelligence, but rather motivation.

As the only representative on Cape Cod who endorsed education reform, Mr. Lawless, D-Orleans, is following his own advice by embracing the call for innovation.

"You can create an interesting and innovative curriculum, but it's something that many feel the school system either doesn't want to do or is incapable of doing," he said.

He explained that the charter proposal emerged when a group of parents approached school administrators with an idea to create an innovative curriculum within the existing structure, "and they struck out."

The need for innovation, he said, stemmed from a general feeling of dissatisfaction among teachers at the high school that their charges were not as well-prepared by middle school as they would hope; and a sentiment shared by many area parents of "disappointment with the quality of education their kids are receiving at the middle school."

Mr. Lawless said, based on "the wide diversity" of views and backgrounds among the charter's proponents, that he feels the charter school "could be tremendously successful."

This is echoed by all supporters, each of whom discounted the notion that the charter school would needlessly stratify this area's public school student body, and each of whom asserted that the existence of the Lighthouse School would have spillover benefits across the region, if only by creating a new station that would inspire greater academic achievement.

To the charge that the alternative school is, by its very nature, an elitist proposal, an idea designed to

reward the few at the expense of the majority, Elliott Carr said, "Some people are saying that, but I don't agree. I think they had everyone in mind when they designed this."

He added, "If I didn't think that everyone would stand to benefit from this, I wouldn't be behind it.

"The way I understand the philosophy of charter schools," he continued, "is that if some public schools are increasingly difficult to change because of their bureaucracies, then innovative programs can be used to help the public school as a whole. It provides an educational model."

As part of his involvement in the formation of a charter school, Mr. Carr has drafted an outline that calls for a "Cape Cod Curriculum" and also draws on an innovation espoused by Nauset high school teachers Tim Joyce and Donald Bakker, called "points of contact."

The phrase, boiled down to its simplest meaning, is meant to conjure up images of tumbling walls; it suggests that children would be better off if conventional teaching methods were expanded upon by introducing links between English, history and science curriculums, and by allowing for more real-life experiences, say, hiking trips during physical education classes.

If there is discord among the insiders and outsiders, the outsiders being those within the existing administration, it relates to the level of communication between them.

Some say the administration was privy to the charter proposal; others say the charterists blind-sided the administration by holding the press conference Monday.

"I don't think they are being forthright and honest," is the view held by Margie Fulcher, chairman of the Nauset Regional School Committee. She called the Lighthouse "a quasi-private school."

In the end, though, these charges add up to a sideshow in the real battle over the wisdom of setting up a new school, a battle being fought by passionate people on both sides, all of whom maintain that they have the best interests of the entire student body at heart.

For his part, Mr. Gradone allowed that "there are things we ought to be doing better, and to say that I'm in opposition would be premature at this point. But I do think healthy skepticism is appropriate."

2/2/94

'Breaking the mold' with charter schools

ONE of the first fruits of the Bay State's Education Reform Act of 1993 on Cape Cod began maturing this week with the announcement that a "charter" school is to be established somewhere on the Lower Cape, within the Nauset Regional School District.

Already, nearly 30 applications — five more than the cap set by the act — for these innovative schools have been filed with the state Department of Education, including one from a parents group on Martha's Vineyard. Under the terms of the act, approved schools will open by September 1995, and will receive public-school funding. Governor Weld has asked the Legislature to move the opening date to this September, and that the cap of 25 schools be lifted.

The 30-member group forming the charter school here calls itself the Cape Cod Lighthouse Association. Among the membership of Lighthouse — which will be the school's name — are Rep. Robert Lawless of Orleans, bank president Elliot Carr and former Orleans selectman Scott Barron, as well as highly respected Nauset Regional High School teachers Don Bakker and Tim Joyce.

As described by the Education Department, charter schools are designed to foster more innovation and competition than generally is possible within the public school system.

Charter schools will be part of the public education system, but will be run by boards of trustees instead of school committees.

Their teachers must comply with whatever recertification requirements may exist. Teachers in the public school system who want to teach in charter schools will be granted two years' leave of absence to do so — a leave that can be extended if the superintendent of schools agrees.

Local school districts are to pay for tuition and transportation.

As Bakker describes it, charter schools are not intended to be an alternative to public education institutions, but rather "an alternative public school."

However, the charter school is so new — Massachusetts is among the few states to have written the concept into law — that some people are less sanguine about the idea than is the Nauset teacher.

There's the institutional fear that these new

quasi-private schools will draw the best talent of students and teachers from the public schools, further burden budgets and, in fact, compete with the public school systems they are supposed to enhance.

Because charter school applications may be filed by several categories of organizations including "corporate entities," a door opens for one of the betes noirs of public educators, the for-profit Edison Project of alternative-education schools that are designed to compete head-on with public education. Indeed, an application from the Nashville-based corporation reportedly is expected at the Department of Education.

■ ■ ■

The law providing for charter schools addresses the terms of their creation and funding, and assures that they be open to all students in their districts who wish to apply. It does not, nor could it, deal with potential adverse effects on public education itself. That's what has some people concerned.

What remains to be seen is whether those concerns are justified, which — because this has never been tried before — at this point can only be conjectured.

Unquestionably, the concept does suggest great promise for improving the quality of public education in Massachusetts, and elsewhere once the pathfinders have found a path worth following. Unfortunately, doing something like this is the only way to discover if what's being done is the right thing.

Massachusetts Secretary of Education Piedad Robertson is, of course, enthusiastic about the program. "Massachusetts is on the cutting edge of charter school implementation," she said in a press release distributed two weeks ago. "Not only do we now have the information that people in our own state need to start charter schools, we also have become a model for those states that are trying to help their citizens develop these schools."

But earlier this month, in answer to a reporter's question, she was a bit more reflective — and perhaps closer to the heart of the matter. "It's a risk to break the mold, to do something different," she said. "It's not for the faint of heart."

How true.

Cape Cod Lighthouse School — A Choice

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1. To establish exciting and interactive learning experiences which consistently bridge traditional disciplinary lines, to reinforce effectively skills and the connections among the arts and humanities, science, and mathematics. Practical, hands-on experiences, as well as the more traditional classroom-oriented educational experiences, will be employed;

2. To focus the curriculum around the unique resources available on the Cape, making innovative connections between the community and the academic development of its younger members. For example, the critical thinking skills which are central to science will be taught using the resources — both physical and human — of institutions such as the Cape Cod Museum of Natural History, the Wellfleet Audubon Sanctuary, and the Cape Cod National Seashore. In the area of the fine and performing arts the school will draw upon the resources of institutions such as the Academy of Performing Arts and the Castle Hill Center for the Arts to promote communication skills and an awareness of the importance of the fine and performing arts to the life of the Cape. The expertise of individuals associated with these institutions will be important resources for the teachers and

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Transportation to and from the charter school is generally the responsibility, under state law, of the school districts in which the students live, and no additional costs for the education of their children will be borne by the parents. Interested parents, citizens, and organizations are invited to participate in the planning and establishment of this exciting and innovative educational resource by contacting Don Krohn at 255-6399 or Robert Lawless at 255-6685 or writing to Cape Cod Lighthouse School Association, P.O. Box 968, South Orleans, MA 02662. Inquiries from parents concerning the placement of their children in this school are also welcome.



The Commonwealth of Massachusetts

HOUSE OF REPRESENTATIVES
STATE HOUSE, BOSTON 02133

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VICE-CHAIRMAN
COMMITTEE ON
CRIMINAL JUSTICE

COMMITTEE ON
THE JUDICIARY

February 10, 1994

ROOM 166, STATE HOUSE
TEL. (617) 722-2800

Piedad Robertson
Secretary of Education
Room 1401
McCormack Building
One Ashburton Place
Boston, MA 02108

Dear Ms. Robertson:

It is with great pleasure that I endorse the grant of an education charter to the Cape Cod Lighthouse School Association. I have followed the formation of the group of parents, educators, businessmen, and local public officials in their endeavors to establish a charter public school for grades 6, 7, and 8 on Lower Cape Cod.

Based on my contact with numerous individuals in the county, it has become blatantly clear to me that there is a fundamental need for an alternative to the existing school in this region. Since the announcement of the formation of the Lighthouse School and its intent to seek a charter from the state, I have received strong outpouring of support not only for the concept of the charter school but also for the particular curriculum this school intends to offer.

This proposed charter school intends to offer an innovative alternative founded on the principle that intellectual growth and the academic development of our youth must be of the highest priority, and that the school will be committed to and focused around the pursuit of academic excellence and the encouragement of intellectual curiosity.

I have been favorably impressed by the quality of individuals committed to make the concept of the Lighthouse School succeed. I have learned that the core of teaching faculty will consist of several well known local teachers who have distinguished themselves with their proven ability to motivate students and by their commitment to the highest of educational standards.

Piedad Robertson
February 10, 1994
Page two

In addition to all of these reasons I must add that I have a personal interest in this school inasmuch as my eleven year old daughter will be entering sixth grade next year. As a parent I can speak to the critical needs of creating an intellectually stimulating environment for adolescents of the Lower Cape.

Therefore, it is with great pleasure that I endorse the approval of the charter of the Cape Cod Lighthouse School.

Should you have any questions, please do not hesitate to contact my office.

Very truly yours,


Robert C. Lawless

RCL:jeb

Statement in Support of Lighthouse Charter School
Elliott G. Carr
February 8, 1994

This statement is written from three perspectives.

First, my wife and I have two daughters, currently juniors at Williams College and Nauset Regional High School. Both have received their primary and secondary level education in the Nauset public school system.

Second, for the past twelve years I have served as President of the largest bank on lower Cape Cod, which is also one of the area's largest employers. Presently employees have over forty children in six local school systems, led by from five to ten each in Nauset's three levels; four elementary schools, one middle school, and one high school. Although many of these children are outstanding students, a large number are from single parent families and several have special needs of various types.

The bank is a strong supporter of youth and education. For five years it has operated a branch at Dennis-Yarmouth High School. Because of this branch's success the bank is preparing to open another at Barnstable High School in September and is one of two banks which has submitted a proposal to Nauset High School. Few, if any, other banks in Massachusetts sponsor two school branches, let alone three.

Last year the bank gave scholarships to eighteen graduating seniors from five Cape Cod high schools. It funds numerous enrichment programs both in schools and through other organizations.

Other Cape bankers have expressed possible interest in supporting a charter school if one is established on Cape Cod.

Finally, for the last six years I have been a member of the Nauset Regional School Committee. Prior to coming to the Cape twelve years ago, I served a similar number of years on the Silver Lake Regional School Committee.

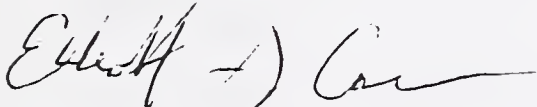
This letter, however, presents the views of only my wife and me.

We believe the proposed Lighthouse school will be an outstanding school. Excellent teachers hope to teach there. Outstanding members of the faculties of other schools hope to assist in curriculum development and planning. And, an outstanding group of people hope to support its creation.

I would not be involved in this project, however, if I did not believe the primary beneficiaries will be the existing public schools.

In my opinion Nauset as a whole is an excellent school system. Although the establishment of a charter alternative may well draw away some motivated students and produce minor temporary disruptions to its budget, there will be plenty of outstanding students left. And, there is no doubt but that competition from and the nearby presence of a creative and innovative alternative will improve all local middle schools. Schools, like youth, benefit from attractive role models. Properly led, existing local schools could become the major beneficiaries of the Lighthouse school.

Sincerely,

A handwritten signature in cursive script, appearing to read "Elliott G. Carr".

Elliott G. Carr
46 Old Run Hill Road
Brewster, MA 02631

WOMR

Outermost
Community Radio
on Cape Cod

91.9 fm



Box 975 • 14 Center Street • Provincetown, MA 02657 • 487-2619

2-8-94

CAPE COD LIGHTHOUSE SCHOOL
PO BOX 968
SOUTH ORLEANS, MA 02662

DEAR DON: IT WITH GREAT PLEASURE AND EXCITEMENT THAT WOMR'S BOARD OF DIRECTORS SUPPORTS YOUR EFFORTS TOWARDS RECEIVING APPROVAL FROM THE STATE TO BEGIN OPEATING A CHARTER SCHOOL UNDER THE PUBLIC SCHOOL SYSTEM. WE AT WOMR, A NON-PROFIT, EDUCATIONAL, PUBLIC RADIO STATION WILL BE DELIGHTED TO WORK WITH YOUR GROUP TO ESTABLISH LINKS BETWEEN OUR TWO EDUCATIONAL ORGANIZATIONS. PLEASE LET US KNOW WHEN THE TIME COMES FOR US TO HELP IN ANY WAY WE CAN.

FOR THE BOARD

THOMAS CONKLIN, PRESIDENT

Thomas Conklin



Surfside Software
INCORPORATED

February 8, 1994

Mr. Donald Bakker
Cape Cod Lighthouse School Association
Post Office Box 968
South Orleans, MA 02662

Dear Mr. Bakker:

It was a pleasure to meet with you this afternoon. I am very excited to hear the plans you have for the Cape Cod Lighthouse School. Our area is long overdue for this kind of educational experience.

Surfside Software, Inc. is a publisher of school administrative software. We serve several thousand schools across the nation and in several foreign countries. Over the years, Surfside has employed many graduates of the local public school systems.

It will be our pleasure to donate the administrative software to manage your student database, master schedule, report cards, attendance tracking, transcripts, discipline records, and progress reports. The list price of the donated software is \$3,390.

We are also eager to assist the charter school in the areas of curriculum planning and instructional support. Specifically, we can help as you work on your computer literacy program and technology curriculum. Because of our unique relationship with so many school principals, we have worked with several administrators as they developed their own technology plans. We can also provide assistance in evaluating your computer hardware and instructional software needs.

In the area of instructional support, we will be pleased to act as hardware and software consultants to your faculty on a continuing basis. Depending upon your needs, it may be possible for one or more of us to work with your students in a "mini-course" environment. On a personal level, I would be interested in teaching a seminar on business computer applications or advanced BASIC programming to a group of seventh or eighth graders.

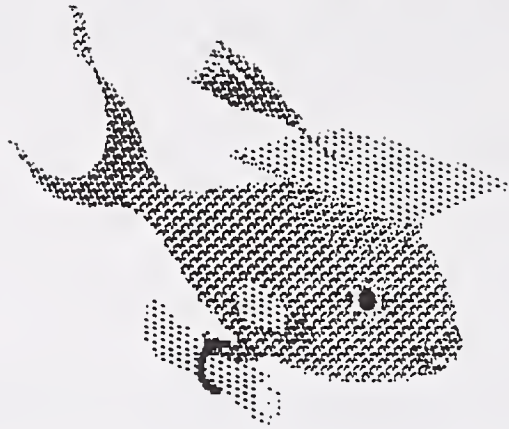
I am pleased with the objectives of the proposed charter school. Our children will be fortunate to have this valuable opportunity made available to them. Please let me know if there is any other way in which Surfside Software, Inc. might be of assistance to the Cape Cod Lighthouse School Association.

Best wishes for success in this important venture!

Sincerely,

Robert W. Fellows
President

RWF/p



February 9, 1994

Piedad F. Robertson
Secretary of Education

Dear Ms. Robertson:

I am writing to you in support of the Lighthouse School, an alternative middle school which we hope to establish on Cape Cod. As a former Selectman in the Town of Orleans from 1987 to 1993, I feel that I have a realistic view of the support for this alternative school on the Outer Cape. Many people have stopped me on the street and given me enthusiastic words of support for this new alternative school. I have received numerous phone calls at home from local citizens, again expressing their support for the Lighthouse School. The main thrust of these comments speak to the availability of the choice of education on this part of Cape Cod. People seem excited about having a choice of schools for their children in grades six through eight. They feel that the Lighthouse School will increase the quality of education for all schools on the Outer Cape.

I also feel that the many diverse resources of Cape Cod, coming together to work with the Lighthouse School, will aid the educational process through its uniqueness. The Lighthouse School has received verbal and written support from the Mass Audubon Society in Wellfleet, the Academy of Performing Arts in Orleans, the Cape Cod Museum of Natural History in Brewster, the Center for Coastal Studies in Provincetown, the Castle Hill Center for the Arts in Truro, and the Cape Cod National Seashore in Wellfleet. By using these incredible resources, located on the Outer Cape, to help educate the students at the Lighthouse School, a new and diverse type of education will be fostered. This new collaborative type of education can only help the students of the Lighthouse School to learn in many new and different ways.

Again I would like to state the tremendous *grass roots* support for the Lighthouse School within the communities on the Outer Cape. I feel that the awarding of a charter to the Lighthouse School would help the quality of education on the Outer Cape.

Sincerely,

Mashpee

Public Schools

Lincoln A. DeMoura, Ed.D.

Superintendent of Schools

Office of the Superintendent
Samuel G. Davis School
16 Great Neck Road North
Mashpee, Massachusetts 02649-1108
508-539-1500

February 8, 1994

Cape Cod Lighthouse School Association
P. O. Box 968
South Orleans, MA 02662

To Whom It May Concern:

Charter schools, in my opinion, are one of the most exciting concepts put forth by recent education reform legislation. The proposal by the Cape Cod Lighthouse Association is innovative, creative and provides interested students with an education alternative.

I fully support their proposal.

Thank you very much.

Yours truly,



Lincoln A. DeMoura, Ed. D.
Superintendent of Schools

/mro

14 Third Street, Rt. 4
Harwich, MA 02645
February 10, 1994

Cape Cod Lighthouse School Association
P.O. Box 968
South Orleans, MA 02662

Dear Mr. Krohn:

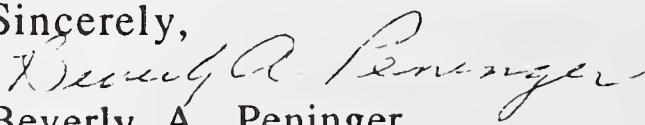
I applaud your group's efforts in establishing a charter school in the Lower Cape area. As President of the Chatham Teachers' Association and a classroom teacher of young children, I recognize the time and energies involved in an undertaking of this magnitude in education. It is much easier to follow long accepted educational practices than to accomplish the more difficult task of transferring current research into programmatic changes.

The goals of the Lighthouse School offer much to foster dispositions that promote problem solving and lifetime learning for our sixth, seventh, and eighth grade students. The proposed integrated learning experiences will enhance student understanding by encouraging them to think and see the inter-relatedness of the different areas within the curriculum. Your program takes good advantage of the Lower Cape's resources which further promotes the connectedness within the curriculum disciplines and adds authenticity to the learning experiences. It is also commendable that the physical development of your students is encouraged through hiking, biking and walking--all activities which may be easily participated in as an adult.

My original response to the concept of charter schools was that they would take away valuable resources (innovative personnel and finances) from public education. Perhaps, initially this may be the case. However, I also see the opportunities for charter schools becoming places where new ideas are encouraged and put into practice. Traditionally public schools have been very slow to change. These charter schools offer the potential of serving as models of promising programs in education, thus in the long run, promoting change in education for all students--private, charter school, and public. The Lower Cape, being removed from the more metropolitan areas of the Commonwealth, would benefit greatly from having such a model school in close proximity.

I look forward to reading about the progress in developing the Lighthouse School and its innovative program. Good luck in your endeavors.

Sincerely,


Beverly A. Peninger

February 7, 1994
Coles Neck Rd.
February 7, 1994
Coles Neck Rd.
Wellfleet, MA 02667

Greetings:

With great appreciation I read of the proposal for the Lighthouse School as a charter school option for the middle school students of the Lower Cape. As a professional member of the public school system at the elementary level for the last 23 years, I am very aware of the changes occurring in society and concurrent demands placed on the institutions of education. As an active member of the teachers' association, most recently serving as president, I am involved in the issues of finance, professional development and the intense struggle of teachers and administrators to create and continue excellence in education. As a parent of a ten year old girl, I am profoundly concerned with the culture of today's education environment and its vital role in nurturing attitudes of excellence and positive, healthy achievement. As a resident of this special peninsula I am concerned with the quality of life for all who benefit from its richness. As a tax-payer, I want the most effective use of our financial resources to provide for the continuing needs of all. It appears that a charter school as proposed begins to address these issues, and I wish to express full support for the idea.

Diversity within the culture requires a corresponding response from those charged with conveying values and attitudes to the next generation. The unique and fragile environment of Cape Cod must be strengthened and maintained by well educated, highly motivated and socially conscious citizens. It seems to me that a school whose mission is to instill knowledge and values specifically geared to the understanding and preservation of this area may prepare a generation of citizens better able to deal with society's conflicting demands. It also seems to me that a school whose expectations are clearly stated and maintained will be able to elicit behavior from parents and students that further promotes its goals and objectives, thereby creating a unity of purpose while serving varied consumers.

Thank you for your efforts to develop and implement this idea, for the good of all of us. I look forward to watching your progress and hope to become a part of this endeavor in some way. I think it's a great idea for these times.

Sincerely,

Sara Hutchings

Myka-Lynne Sokoloff & William H. Wibel
P.O. Box 76
Brewster, MA 02631

February 7, 1994

Piedad F. Robertson
Secretary of Education
Commonwealth of Massachusetts
One Ashburton Place
Boston, MA 02108

Dear Secretary Robertson:

As educators and parents of a middle-school age student, we support with great enthusiasm the proposal to create the Cape Cod Lighthouse School. We are excited about this proposal for a broad range of reasons.

We live in a community where, by geographic isolation, there are few public or private alternatives to the local regional middle school. As a curriculum/assessment consultant and a middle school principal, respectively, we recognize the shortcomings of our local public option in contrast to what we would like to see available for our child.


We welcome a school in which students are taught for understanding, rather than for rote recall of information. We support a curriculum which integrates instruction throughout disciplines and which will develop problem seeking/solving skills and other habits of mind to foster life-long learning. We are particularly encouraged by the proposed Cape Cod curriculum focus, which we know to be highly motivating to middle-school age students. We welcome a learning environment in which the tasks that involve students are authentic and relate to the natural and social world that surrounds them. Recognizing the importance of accountability on the parts of all members of the school community, we look forward to participating actively by helping to shape the program, raise funds, and collaborate with resource partners in the community.


It is extremely important to us to have our child invested in a school in which students are provided rich opportunities to take risks and understand the concept of intellectual responsibility. These are variables not traditionally found in the day-to-day operation of public schools.

Entrepreneurial ideas will come from students in this proposed setting. Ideas that get set aside in large bureaucratically organized structures will blossom into real learning and authentic activities. This setting will promote students to be scientists, to be mathematicians, to be writers and sociologists. This setting will be where artists will grow. The Cape Cod Lighthouse School will be the center stage for students growing through their middle years to showcase their abilities. The environment will be one that promotes challenge, respect, tolerance and intellectual competence.

We regard the proposed Cape Cod Lighthouse School as a welcoming beacon of learning and understanding. We strongly urge you to consider granting it a charter.

Truly yours,


Myka-Lynne Sokoloff


William H. Wibel

February, 1994

It is with excitement and enthusiasm that I write in support of the formation of the Lighthouse School. As the parent of a fourth and seventh grader in the local school system, I look forward to the opportunity to choose a school whose purpose is to provide the strong academic preparation I know is necessary for their future academic success. The existing philosophy which seems to underestimate the ability of children of this age to use higher level thinking skills and overestimate the effects of the turmoil of puberty on learning, allows for several years of low expectations and little intellectual growth.

In my experience, children flourish when high expectations for their achievement is the standard and support and guidance in achieving this goal is the stated objective of the instruction.

As a teacher in the public school system, I know there are many things which the system is doing very well. However, opportunities to try innovative or creative programs are not easy to initiate or welcomed because of philosophical, political or economic opposition. The Lighthouse School will provide the opportunity for students, teachers and community members to pursue a new direction for education on Cape Cod.



Diane Campbell
128 Gov. Bradford Rd.
Brewster, Ma. 02631

Cape Cod Lighthouse School Association
P.O. Box 968
South Orleans, MA. 02662

February 5, 1994

To: Cape Cod Lighthouse School,

My husband and I have been following the progress of CCLS, and are very excited about what you are trying to do.

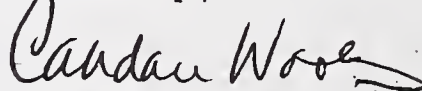
We have three children in the Nauset system. Our oldest is a sophomore at the high school, and we have two children at BES in second and fourth grades. We were not happy with the experience our oldest child had at the present middle school, and we have dreaded the thought of going through all of the turmoil again.

Since our son is in the fourth grade at this time we are very interested in what will be happening with the school over the next year and a half. We would like to state our serious interest in sending him to the charter school, should he be accepted. We would be most anxious to be kept abreast of the application process, and further developments of the school.

Like everyone I am sure, our time is somewhat limited, but we would be interested in doing what we can to help. I work out of my house as a literary agent, have a fax and am great on the phone if there is any need. My husband's time is not too flexible, he is a physician assistant with Dr. Rhodes in Brewster, but we will both do what we can.

Thank you for your hard work, it is so wonderful to think that at last we may have a choice for our children. You are all doing a great thing.

Sincerely,



Candace Woods

Our home phone is 896-5226



WGA signatory

57

Quail Hollow Rd.

Brewster,

Massachusetts

02631

508-896-9351

P.O. Box 181
Weyfleet, Ma 02667
2-9-94

To: Cape Cod Lighthouse School:

My husband and I were delighted to read of the formation of the Cape Cod Lighthouse School. We have a 5th + 3rd grader + the program described in your paid advertisement sounded like the answer to our prayers - We have motivated students who we would like to see stay that way + avoid middle school worries ~~me~~. I would like to know how to register my children but assume that until you have funding this request is premature.

If you have more information or are compiling a list of interested students please contact us or include the names of Myles Robinson + Victoria Robinson. We would love to be included in the formation +/or planning of this school -

Regards. Paul + Amanda Robinson

tel: 508-349-1618

→ To Whom It May Concern,

2/7

I am writing in support of the formation of the Cape Cod Lighthouse School Assoc. As a parent of two children, ages 6 and 12, and a resident of Orleans the idea appeals to me.

Although I have no problem with a traditional school setting and structure I would relish the chance for the children to have more opportunity to learn through, and experience more fully, this beautiful and unique environment in which we live. I'd also like the opportunity to be more involved in my children's education.

In addition, to the extent that I am involved in the current system I found that, while I am very thankful for the many caring and committed individuals that provide an education for our kids, I sense a certain tension and frustration in the School

• Basically, there seems to be
"a whole lotta disrespect goin' on"
Human nature being what it is
I know this can't be avoided
completely, especially at this
middle school level, but I
would like to be involved
in a system that offers an
alternative.

Sincerely,

Karla and James
Harrington

37411

02662



Liz Perry Burkitt
1159 Millstone Rd.
Brewster, Mass. 02631
(508) 896-2887

February 2, 1994

Dear Mr. Krohn,

I am very interested in learning more about The Cape Cod Lighthouse School. I have two daughters in The Brewster elementary School who will need a creative and challenging school environment.

Please call or mail me information about your plans - I'd be willing to help out if needed.

Sincerely,

Liz Burkitt



CAPE COD MUSEUM OF NATURAL HISTORY

February 9, 1994

RE: Cape Cod Lighthouse School

To Whom it May Concern:

The Cape Cod Museum of Natural History is exuberant about the opportunity to be an integral part of the evolution of a new educational opportunity for young people, namely the charter school known by its founders as the Cape Cod Lighthouse School. On behalf of CCMNH, I am delighted to provide this letter of support.

CCMNH has been teaching interpretive science and environmental education in the public schools and in the Museum for forty years. During that period of time, we have come to believe that interactive, experiential, hands on problem solving, using "real" materials, is a highly effective method of education that engages youngsters in ways that more traditional methods often don't.

The initial conversations between CCMNH and the CCLS regarding the creation of this interactive learning experience utilizing an interdisciplinary approach has generated enthusiasm and excitement on every level. We have long supported and been part of a community-based network of organizations outside of the public schools who have collaborated to offer unique, educational experiences to students of all ages. Now we find ourselves supporting the efforts of the founders of a charter school who will offer those same types of experiences to youngsters in a somewhat more traditional "school format".

Encouraging the values of integrity, personal responsibility, perseverance and respect for themselves, each other and their environment will be inherent in all lessons. The educators who interact with the students will reflect those values, not as an aside, but rather as an integral part of the educational experience. CCMNH looks forward to the time, hopefully in September 1994, when this dream will come to fruition. We will do what ever we are able to do to assist at any level. The community will ultimately be the beneficiary of this forward-thinking group of individuals who are working so diligently to make this CCLS a reality. We are an important and supportive part of that community.

If there are any specifics you would like us to address, please call and ask. I may be reached at the Cape Cod Museum of Natural History at (508) 896-3867. We encourage favorable action for this project. Thank you for your thoughtful consideration.

Sincerely,

Susan P. Lindquist
Executive Director





United States Department of the Interior



NATIONAL PARK SERVICE
Cape Cod National Seashore
South Wellfleet, Massachusetts 02663

IN REPLY REFER TO:

February 9, 1994

K18

Donald Bakker
Cape Cod Lighthouse School Association
P.O. Box 968
South Orleans, MA 02662

Dear Mr. Bakker:

The National Park Service (NPS) is very interested in promoting environmental education within local communities and in utilizing the parks as classrooms. We want to cooperate as much as we can with the Cape Cod Lighthouse School Association in order to achieve our mutual objectives.

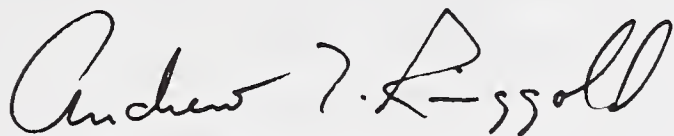
Educational programs have existed at Cape Cod National Seashore for a number of years. Two residential programs were established in the 1970's through the National Environmental Educational Development (NEED) initiative. One program is conducted by the Dennis-Yarmouth, Harwich, and Falmouth school systems for their fifth-graders. A resident, credentialed staff directs this one-week program in an NPS-owned building which we provide under a cooperative agreement. The other program, conducted in Eastham at the former Nauset Coast Guard Station, is predominately used by private schools. Park rangers conduct teacher workshops in the use of seashore resources and media. Workshop participants then plan and direct the activities of their own students during their assigned week in residence. More than a thousand students participate in this program each year.

In 1991 we began an educational outreach program, focused primarily on freshwater resource management, for interested elementary schools in four lower-Cape towns. Each spring, park rangers provide activity-oriented classroom sessions followed by participatory water-quality monitoring activities at a nearby pond.

We hope to develop additional educational outreach in the future, following concepts that we believe can readily be incorporated among the objectives you have proposed. The resources and facilities of the seashore (historic structures, beaches,

marshes, trails, exhibits, etc.) are available to you in any case, but we would hope to collaborate with you in order to increase student and community awareness and understanding of Cape Cod's natural and cultural resources and ways that they can be conserved for the enjoyment of this and future generations.

Sincerely,

A handwritten signature in cursive script that reads "Andrew T. Ringgold". The signature is fluid and somewhat stylized, with the first name being the most prominent.

Andrew T. Ringgold
Superintendent

Don Krohn
Cape Cod Lighthouse School Association
PO Box 968
S. Orleans, MA

February 5, 1994

Dear Don,

The Academy of Performing Arts would like to offer its support for your Charter School project. We would like to be included in the curricular development of this project, and hope that you will be able to use the Academy as a resource for arts enrichment and education. Arts awareness is an important aspect of education that is often overlooked and underfunded; we are very enthusiastic about your goals, and are pleased to be included in the developmental stages.

We would like to offer the following suggestions of our possible involvement in and out of the classroom:

1. Dance, music, or drama residencies as part of Gym, Music, English, History, Art, etc. classes.
2. Arts enrichment sessions to enhance existing curriculum

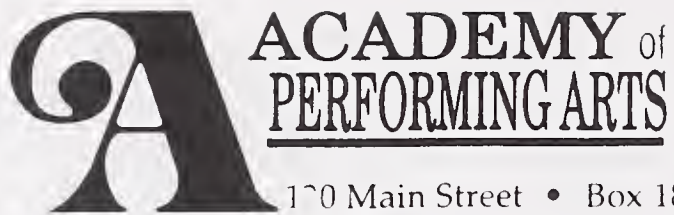
Examples:

actors role playing characters in history, literature, art, etc. Our most popular is Myles Corey as Leonardo da Vinci, Michelangelo, Picasso, or Van Gogh; our actors have visited classrooms as Walt Whitman, Columbus, Lincoln, etc.

Story tellers delivering sessions on the Holocaust, racial discrimination, cultural diversity, storytelling skills, etc.

Dancers making the roaring 20's come to life with the Charleston and social dances of the times.

3. Live performance and lecture demos (one hour)
lecture demonstration followed by question and answer
sessions: from dance, music, or drama performances
offered at the Academy:
examples:
'North Atlantic Ballet'- 'The Nutcracker', 'Midsummer Night's
Dream', 'Romeo & Juliet', 'The Scarlet Letter', etc.
Academy productions of 'To Kill a Mockingbird', 'Grapes of
Wrath', 'Twelfth Night', etc.
Music faculty: Introduction to the percussion family of
instruments, keyboard, strings etc.
4. In-class workshops in collaboration with curriculum:
creative movement (set students poetry to movement)
creative drama (acting out specific passages or concepts such
as feelings)
cello or any instrument for music enrichment
storytelling (create your own stories and learn how to tell
them)
choreography or drama coaching for plays, etc.
5. Full length performances at the Academy at a reduced rate. Any
of our plays, dance productions, new works, etc. can be offered
to students at a reduced rate. We will come to the classroom
before students attend a production, with the actors, dancers,
director, etc. for an introductory session.
6. Academy student demonstrations
The best way to get a message across to students is through
their peers. Student demonstrations are valuable not only for
the audience, but for the student performers as well.



170 Main Street • Box 1843 • Orleans, Cape Cod, MA • 02653

School/ Administration: (508) 255-5510

Playhouse Box Office: (508) 255-1963

7. Field trips to the Academy

Tour backstage, learn about costumes, lighting, set design and construction, etc.

Visit classes and rehearsals

I have enclosed our Outreach Brochure. We can accommodate most requests from faculty members and are always open to suggestions.

I will wait for further word from you. Thank you for contacting the Academy to be a part of this project.

Sincerely,

Patricia Arés

School/Outreach Coordinator



Massachusetts Audubon Society

*Wellfleet Bay Wildlife Sanctuary
P.O. Box 236, off West Road
South Wellfleet, Massachusetts 02663
(508) 349-2615*

February 11, 1994

Mr. Don Krohn
Cape Cod Lighthouse School Association
PO Box 968
S. Orleans, MA 02662

Dear Mr. Krohn,

I am writing on behalf of the Massachusetts Audubon Society's Wellfleet Bay Wildlife Sanctuary in support of the Cape Cod Lighthouse School Association's efforts to establish a public charter school on Cape Cod.

We are especially pleased that the proposed curriculum of the charter school will focus on the unique resources of the Cape. Our own educational efforts reflect this philosophy as the primary focus of all sanctuary programs is the interpretation, exploration, and protection of Cape Cod and its associated environments. We also applaud the Association's plans to link the community and organizations such as ours with the school, drawing upon our expertise and teaching resources.

We have been working over the past decade with schools from both on and off Cape to bring environmental education into the classroom and to bring students out into the field to gain first hand experience of the Cape's varied habitats and unique wildlife. It is especially important that local children, the Cape's future leaders and decision makers, gain an understanding and appreciation for the Cape's environment.

To this end, we are pleased to support your application under the Massachusetts Education Reform Act, and we look forward to continuing to work with you to make the Cape Cod Lighthouse School a reality.

Sincerely,

Chris Brothers,
Program Coordinator



BOX 756, TRURO, MASSACHUSETTS 02666

Tel. 508-349-7511

2/11/94

Don Krohn

Cape Cod Lighthouse School

Box 968 South Orleans, MA 02563

Dear Don,

The Truro Center for the Arts at Castle Hill has been sending artists and writers into the local public schools for nine years to work directly with children and teachers in materials and imaginative projects based on the natural compatibility of curricular pursuits and specific creative skills.

As an art school and cultural institution on the Outer Cape we have a concern for the cultural health of this rather isolated community. Your school plan seems to share that concern, and we are interested in helping you in whatever way we can.

Yours truly,

Mary Stackhouse, director